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MARYVILLE COLLEGE CATALOG 1979-81

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1979-1981 Catalog Issue

of the

MARYVILLE COLLEGE
BULLETIN

Maryville, Tennessee 37801

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CALENDAR FOR 1978-79

1978 Fall Term

September 5	9 a.m.	Residence halls open for freshmen
September 5-11		Freshman Orientation
September 5	12 noon	Buffet luncheon
	2 p.m.	Assembly for freshmen and parents, followed by reception in Chapel courtyard
September 6	9 a.m.	Residence halls open for transfers
September 9	1 p.m.	Beginning registration for freshmen and transfers
September 10	2 p.m.	Residence halls open for returning students
September 11	8 a.m.	Registration for freshmen and transfers continues
	8 a.m.	Registration for returning students
	7 p.m.	Opening academic convocation
	8 p.m.	All-college reception
September 12	8 a.m.	Classes begin
October 14		Homecoming
October 19-20	1:30 p.m.	Comprehensive examinations for graduating seniors
October 21	10 a.m.	English proficiency examination for sophomores
October 28		Parents' Day
November 12		"Messiah"
November 21		Classes end

1978 Interim Term

November 27		Classes begin
December 15		Classes end

1979 Winter Term

January 2	2 p.m.	Residence halls open
January 3	8 a.m.	Registration
January 4	8 a.m.	First classes
January 30, 31, February 1		February Meetings
March 14		Classes end

1979 Spring Term

March 25	2 p.m.	Residence halls open
March 26	8 a.m.	Registration
March 27	8 a.m.	First classes
April 7	10 a.m.	English proficiency examination for sophomores
April 15		Easter
May 3-4	1:30 p.m.	Comprehensive examinations for graduating seniors
June 1		Classes end
June 2		Alumni Day
June 3	8 p.m.	Baccalaureate
	9 p.m.	President's Reception
June 4	10:30 a.m.	160th Year Commencement
	4 p.m.	Residence halls close

1979 Summer Term

June 18-July 6		Session I
July 9-27		Session II

1979 Fall Term

September 4		Freshmen report

WHERE TO FIND WHAT

The 1979-81 Maryville College Catalog is designed to provide information on the academic requirements and course offerings of the College which are in effect at the time of publication.

Because the curriculum, admission and academic requirements, and fees and tuition are continually under examination and revision, Maryville College reserves the right to withdraw courses at any time, change fees, rules, calendar, curriculum, graduation requirements, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

Current information on matters affecting students may be obtained from the following sources:

Admission requirements—Director of Admissions; Course Offerings—Department offering course; Degree Requirements—Registrar's Office, faculty adviser, head of major department or academic vice president's office; fees and tuition—Business Office.

Additional academic information, such as class meeting times and places, course credit information, specific class fees and registration and drop/add information, is available in the separate MC course schedule booklet published by the Registrar's Office.

The College's campus personnel directory lists names and addresses of all current students, faculty and staff.

Students should consult the MC *Student Handbook* and the Office of Student Services for the following information:

1. Policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct;
2. Residence Hall Life and regulations governing various halls;
3. MC policy on Students' Rights to Privacy in compliance with the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) as amended (P.L. 93-568), also known as the Buckley Amendment;
4. College governmental structure;
5. Student services available;
6. Activities and organizations on campus
7. People to see or call regarding inquiries about all aspects of student life.

EEO/TITLE IX/SECTION 504 STATEMENT

Maryville College does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in provision of educational opportunities or employment opportunities and benefits.

Pursuant to the requirements of Title IX of the Education Amendments of 1972, P.L. 92-318; and Section 504 of the Rehabilitation Act of 1973, P.L. 93-112, Maryville College does not discriminate on the basis of sex or handicap in the education programs and activities which it operates. This policy extends to both employment by and admission to the College.

Inquiries concerning Title IX and Section 504 should be directed to the Office of the President, Anderson Hall, 982-6412. Charges of violation of the above policy should also be directed to the President's office.

IN BRIEF

Maryville College is a coeducational private four-year college of liberal arts.

Founded in 1819, Maryville is related to the United Presbyterian Church in the U.S.A.

The College grants the degrees of Bachelor of Arts and Bachelor of Music in 18 established majors and an individualized major of the student's own design.

Maryville welcomes all qualified applicants without regard to race, color, sex, religion, national or ethnic origin, age, handicap or veteran status.

Accredited by the Southern Association of Colleges and Schools, Maryville has an enrollment of approximately 600 students from 36 states and 5 foreign countries.

The 375-acre campus includes 20 buildings on the central campus with athletic fields and woodlands with picnic area and a naturally formed amphitheatre.

ACCREDITATION & RELATIONSHIP

Maryville is associated with many national, regional and state organizations. Prominent among these are the Southern Association of Colleges and Schools, the regional accrediting agency; and the National Association of Schools of Music.

The College has maintained also a continuing relationship with the United Presbyterian Church in the U.S.A. and is an institutional member of the Presbyterian College Union.

Other institutional memberships include the American Council on Education, the Association of American Colleges, the American Association of University Women, The Tennessee Council of Private Colleges, the Tennessee College Association, the Tennessee Independent Colleges Fund, the National Commission on Accrediting, the National Association of Independent Colleges, and the Conference of Small Private Colleges.

Maryville College is also a member of the Mid-Appalachia College Council, Inc. (MACCI), the College Entrance Examination Board, the Association of Governing Boards of Universities and Colleges, the Council for Advancement and Support of Education, the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women.

MC is also approved by the State of Tennessee Department of Education and the American Medical Association.

ADMISSIONS POLICIES & COSTS

ADMISSION TO MARYVILLE

Admission to Maryville College is based on evidence that you, as an applicant, possess the intellectual capacity and motivation, personality, character, health, maturity, breadth of interests, and seriousness of purpose to make satisfactory progress in our living and learning community. To help us determine your qualifications, we require a formal application, an official transcript of your high school record, and scores you achieved on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the tests of the American College Testing Program (ACT).

Results on either the SAT or ACT may be provided through your high school or directly from the testing service. Foreign students must submit the results of the Test of English as a Foreign Language (TOEFL) of the Educational Testing Service.

You will be notified of action on your application when all your credentials have been received and reviewed by the Committee on Admission and Standing.

Admission Requirements

Normally the requirement for admission is the satisfactory completion of a four-year course of not less than 15 units in a secondary school approved by a recognized approving agency, or the equivalent of such a course as shown by examination.

Required Secondary School Credits include:

1. Four years of English;
2. One year of laboratory science, such as biology, chemistry, physics, earth science;

3. Two years of algebra or one year of algebra and one of geometry;
4. One year of social studies or history.
5. At least five elective academic units drawn from the following: Mathematics (excluding general mathematics and arithmetic), science, social studies, foreign languages, Bible and music theory;
6. Although a foreign language is not required for admission, it is strongly recommended. Entrance credit in a foreign language will not be allowed for fewer than two units in one language.

Early Admission

Students who have completed the junior year of high school may request consideration for early admission. It is important to furnish evidence of a strong high school record and above average test scores, as well as a letter from your principal or guidance counselor indicating that you have the intellectual and social maturity to profit from college at this time. You should also arrange for an interview with a representative of the College.

Qualified local high school seniors who have time in their schedules for additional courses are encouraged to enroll on a part-time basis. You may obtain full details, upon request, from the Director of Admissions.

Advanced Placement

If you have taken college-level courses in high school and have made a score of 3 or above on the Advanced Placement Examination of the College Entrance Examination Board, you will be eligible for placement in advanced courses and may be granted college credit upon approval of the instructional departments involved.

College Level Examination Program

Maryville College accepts up to 10 courses of credit for satisfactory performance on tests administered through the College Level Examination Program. For scores in the 80th percentile or above on subject matter examinations, you may receive course credit. For scores ranging from the 65th to the 79th percentile, you may receive waiver of course requirements. Those who wish CLEP credit should submit scores to the Registrar who, in consultation with the Academic Vice President and the appropriate department chairman, will determine the amount of credit to be granted.

Transfer Credit

We are committed to assisting students who have studied at other colleges or universities who would like to transfer to Maryville College. In addition to meeting entrance requirements already listed, you must submit a transcript of all college work previously attempted. The Admissions Committee will be as liberal as possible in evaluating your work successfully completed at other accredited institutions and, in general, will credit toward your degree requirements all liberal arts courses in which you have achieved a C or better grade. You must satisfy requirements in the major and core areas with a minimum of 10 courses taken at Maryville. We do not give credit for correspondence work either for transfer students or for regularly enrolled students. Your grade average and standing will be based entirely on the courses you take at Maryville.

If you have earned the Associate of Arts degree from an accredited junior college, you will be awarded junior standing upon acceptance at Maryville, but the College reserves the right to require any core courses or prerequisites considered essential for background. Ordinarily 20 additional courses must be completed for the baccalaureate degree.

Veterans

Maryville College welcomes veterans who would like to begin or continue their college education and will accept courses of the U.S. Armed Forces Institute for transfer credit if those courses are comparable to its course offerings.

Non degree Program

A limited number of full-time students will be admitted to the College Experience Program, which is designed for those who meet admission requirements but prefer not to commit themselves to a degree program, or those who fail to meet admission requirements but wish to con-

tinue their education in a college environment. Students in this program may take any course for which they have the prerequisites, the only stipulation being that during the first year they take at least one core course each term.

Continuation in the program will depend upon evidence of mutual benefit to the student and to the College. A grade and a qualitative report will be recorded for each course, but failures will not become a part of the permanent record. Students who meet all admission requirements may apply for transfer to the degree program at any time after they have successfully completed two full terms and at least two core courses. Those interested in more detailed information should write directly to the Admissions Office.

How to Apply

1. Write to the Director of Admissions for an application.
2. Complete the application form and submit it to the Director of Admissions, Anderson Hall, Maryville College, Maryville, Tennessee 37801, along with the nonrefundable application fee of $10.

When to Apply

You may be admitted to Maryville at the beginning of any 10-week term and should submit your application well in advance.

Withdrawal Procedure

If a student wishes to withdraw from school, the Office of Student Services and the Business Office must be notified and an official withdrawal process completed. Failure to attend class does not automatically withdraw or drop a student from school or class.

Should a student (including Seniors) decide during the year or at the close of the year to terminate enrollment at Maryville, the procedure is as follows: (1) Arrange for an exit interview with the Dean of Student Services. (2) Secure from the Office of the Dean of Student Services a check-out sheet for various areas of the College. (3) Have each area on the sheet signed. (4) Return the sheet along with your I.D. card to the Business Office. Should you be eligible for a refund, the Business Office will make that adjustment for you.

Leaves of Absence

A leave of absence for a specified period may be granted to any student in good standing. You should make application to the Admissions Office and plan to keep the College apprised of your mailing address. Should you not be able to return within the specified time, you should apply, before the termination of the leave, for an extension. Otherwise you will follow the usual procedure for readmission.

Readmission

After withdrawing, should you decide to reenter Maryville, contact the admissions office for an application for readmission. If you have attended another school since leaving MC, you will need to provide a transcript of grades earned elsewhere.

COST

Each student is charged tuition and fees which cover approximately 63 percent of the cost of services received from the College. The remainder of these costs is met by endowment income and by gifts from board members, alumni, and other friends of the College.

Cost per Year

(Cost shown are based on 1978-79 charges and are subject to change.)

Student living off campus. $2,625.00
(tuition, health insurance, activity fee) (plus general service fees)

Student living on campus $3,860.00
(tuition, room, meals, health insurance, linen service, activity fee) (plus general service fees)

Part-time student . . . . . $ 255.00
(tuition per course per term)

General service fees include gym charges, class fees, etc. The above does not include books and supplies.

Students are responsible for their own health insurance coverage. Many may be covered through family insurance plans. Those students who need health insurance may obtain information about coverage available from the Office of Student Services.

Special fees

Additional courses (above the normal per term load of two or three courses)	$ 255.00
Individualized reading course	$ 25.00
Repeated term of independent study	$ 255.00
Auditing fee per course	$ 25.00
(Regularly enrolled students may audit one course per term without paying auditing fee, with permission of instructor.)	
Application fee (non-refundable)	$ 10.00
Extra course	$ 255.00
Graduation	$ 10.00
Late registration fee	$ 10.00
Student teaching	$ 40.00
Transcript (after first one)	$ 1.00
Dropping or adding (per course)	$ 2.00

Summer School

Per course	$ 255.00
(plus room, meals and linen service per three-week term)	

Applied Music Fees

(includes use of practice rooms and instruments)

	Per Term	Interim (optional)
*Music Majors		
1. 1 half-hour private lesson per week	$40.00	$13.00
2. 2 half-hour private lessons per week in the same field, or 1 lesson each in two fields	$57.00	$18.00
3. Class lessons in each field, offered in: piano, voice, strings, brass, woodwinds, percussion, guitar	$40.00	
4. Music 020c, Introduction to Keyboard & Theoretical Skills	$40.00	
*Non-Music Majors		
1. 1 half-hour private lesson per week	$63.00	$18.00
2. 2 half-hour private lessons per week in the same field, or 1 lesson each in two fields	$81.00	$26.00
3. Class lessons in each applied field (two meetings each week), offered only in piano and guitar	$52.00	

*In certain fields of applied music where instructors are not available within the Department of Fine Arts, advanced college students may arrange lessons with approved master teachers in the area for higher fees. In such cases the student may register for the study through the college with departmental approval and with a registration fee of $10. Cost for the lessons is to be paid directly to the off-campus instructor and the student is responsible for his or her own transportation arrangements.

Class Fees

Several art, education, science and health and physical education courses require lab and other fees. Refer to the schedule of courses booklet or check with the departmental offices for specific class fees.

PAYMENT POLICY

All MC students upon acceptance pay a $50 deposit which is credited toward tuition. (This deposit is refundable until June 1.) All remaining tuition charges, fees and residence costs are due according to the following payment plans:

Plan A—Direct Payment

Under this plan you and your family pay all charges by the due date indicated on your statement.

Plan B—Deferred Payment Plan

Payments will be broken down as follows:

September-December

40% of the total cost due* (covers fall and interim terms) Partial payment due Sept. 1; Remainder due in 3 equal payments on Oct. 1, Nov. 1, and Dec. 1.

January-May

60% of the total cost due* (covers winter and spring terms) Partial payment due Jan. 1; Remainder due in 4 equal payments on Feb. 1, March 1, April 1, and May 1.

*Note that there is a service charge each term.

Extended payment plans through short or long term loans or installment payments are covered under the "Financial Aid" section.

Statements are mailed in August and December. Checks should be made payable to Maryville College and mailed to the Business Office.

A student whose account becomes delinquent will not be permitted to register for the following term. Grades and transcripts will also be held until the student has made satisfactory financial arrangements.

Payment Adjustments

Room and meal rates do not cover vacation periods or costs of off-campus study, but adjustments will be made in board for officially authorized field trips of a week or longer during the interim term. Adjustments in payments will also be made for students who enroll later than the fall term or who meet graduation requirements before the end of the academic year.

REFUND POLICIES

A student who withdraws officially from MC will be given a refund of tuition only as follows:

Withdrawal	Percentage of Refund
Within 7 calendar days of 1st day of classes	80%
Within 8-14 days	60%
Within 15-21 days	40%
Within 22-28 days	20%
After 28 days	no refund

A withdrawal becomes official as of the date the proper withdrawal forms (see withdrawal procedures, page 7) are signed by the Dean of Student Services and delivered to the Business Office; and any refund will be computed as of that date.

Failure to notify Student Services or the Business Office promptly when withdrawing could result in a larger percentage being charged. Withdrawal does not cancel fees and charges already incurred.

Proper consideration will be given to a student who withdraws because of illness or physical disability or other serious causes. Refunds for students withdrawing for these reasons are subject to approval by the Dean of Student Services.

A student who is requested to withdraw, or who is expelled for disciplinary cause, will receive no refund of tuition or general fees. A pro rata refund of board ONLY will be made for the remainder of the term in which the suspension occurs.

For a student who withdraws officially from the College, no refund of that portion of the room and board charge designated for room rental will be made after the first day of classes. A pro rata refund of board ONLY for the remainder of the term in which the withdrawal occurs will be made.

FINANCIAL AID

Maryville College makes every effort to aid qualified students who could not attend college without financial assistance. However, aid from the college should be considered as supplemental.

In determining the amount of financial aid, the college takes into consideration the student's academic achievement and financial need. This decision can be made only after the student has been accepted for admission and the analysis of the Financial Aid Form (FAF) has been received from the College Scholarship Service.

The primary sources of student aid are scholarships, grants, loans, and campus employment. In some cases a combination of these sources may be used.

Scholarships

The Presidential Scholars Program offers academic scholarships of vary amounts for incoming freshmen who have achieved an outstanding academic record in high school. Those selected as Presidential Scholars also participate in a series of special seminars, workshops and other events on campus.

Additional scholarships in amounts from $200 to half tuition are available to students of superior academic ability, character, and promise and include:

Hyman and Bess Arnowitz Scholarship Fund
Orlean B. Beeson Scholarship Fund
Ola H. Bogle Scholarship Fund
Ernest C. Brown Scholarship Fund
Lowell A. Bunge Scholarship Fund
Robert and Nancy Ailey Burchfield Scholarship Fund
Class of 1912 Scholarship Fund
Grace A. Coe Scholarship Fund
Mr. and Mrs. Edward S. Cowdrick Scholarship Fund
W. R. Dawson Scholarship Fund
Henry R. Duncan Scholarship Fund
Ellen Gillespie Scholarship Fund
Carrie Lou Goddard Scholarship Fund
Lombe Scott Honaker Scholarship Fund
George Dewey Howell Scholarship Fund
Edwin R. Hunter Scholarship Fund
John L. and Elsbeth Kind Memorial Scholarship Fund
Kittrell Memorial Scholarship Fund
Robert L. Maclellan Scholarship Fund
Lennie B. Marshall Scholarship Fund
Charles Morton and Octavia Wilson Merrill Scholarship Fund
Robert Breaker Moore Scholarship Fund
Charles R. and Caroline F. Otis Scholarship Fund
Dr. James A. Padgett Trust Fund

Additional scholarships and a program of academic prizes and awards are also available to enrolled students.

Grants

Maryville College offers a wide variety of grants to students who qualify for consideration. Competitive awards are offered annually for music and art majors, including both entering freshmen and upperclass students. Another grant program recognizes outstanding leadership ability demonstrated in high school and continued on the college campus. Additional grants are available to special categories of students.

The college also participates in federal student aid programs, Basic Educational Opportunity Grants (BEOG) and Supplemental Educational Opportunity Grants (SEOG).

Loans

Students who wish to pay part of their college expenses on a deferred or installment basis may apply for short-term loans through the College Rotating Loan Fund. The college also participates in the National Direct Student Loan and Guaranteed Loan Programs which provide long-term loans to qualified students.

More extended plans for installment payment of educational expenses may be arranged with commercial agencies. Maryville College cooperates with the Tuition Plan, Inc., Concord, N.H. 03301; the Insured Tuition Plan, 53 Beacon Street, Boston, Massachusetts 02108; and the EFI-Fund Management Corp., Suite 3200, Prudential Plaza, Chicago, IL 60601.

Employment

Part-time work for students is available in many areas of campus activities. Earnings depend upon the degree of skill and the amount of personal responsibility and time involved.

More detailed information regarding specific types of student aid may be obtained from the Financial Aid Office in Anderson Hall on campus.

GENERAL ACADEMIC REGULATIONS

Fall Term	Interim Term		Winter Term		Spring Term		Summer Term
3 Courses	1 Course	Vacation	3 Courses	Vacation	3 Courses	Vacation	2 Courses
10 Weeks	3 Weeks		10 Weeks		10 Weeks		6 Weeks

Academic Calendar

The academic program at Maryville is directly related to the calendar which provides its structure. On the assumption that students learn more readily and retain more of what they have learned if they concentrate on a few courses for a relatively short period of time, the present 10-3-10-10 academic calendar was adopted. The scheduling of vacations between terms helps to insure periods of unbroken concentration. The six-week summer term, made up of two three-week sessions, makes possible acceleration for those who wish to complete the requirements for graduation in less than four years.

Course Load

You will take three courses during the 10-week fall term, one course in the three-week interim, and three courses during each of the 10-week winter and spring terms. It works out in a simple formula, 10-3-10-10 by weeks or 3-1-3-3 by courses. During the three-week interim, the change of both method and pace frees you from the normal class schedules and enables you to explore one subject in depth or to become involved in problem-solving activities. The summer term is divided into two three-week sessions, and you may take one course each session, with classes meeting two periods a day, five days a week.

Planning a Schedule of Courses

Ordinarily you will plan your entire year's work and register only once during the year, with the privilege of making changes at the beginning of each term. All matters relating to registration are handled in the Registrar's Office.

Classes are scheduled in 70-minute periods five days a week, Monday through Friday. Most courses meet three times per week, but the number of sessions varies somewhat according to the requirements of particular courses as determined by the individual departments.

Registration for the interim term takes place in the spring term for upperclassmen and in the fall term for freshmen and upperclass transfer students. Scheduling during the interim term is more flexible than in other terms because you will take only one course and in most cases work more independently than in other courses.

Class Attendance

You are expected to attend classes regularly and are responsible to the faculty member concerned for your class attendance and participation. Specific requirements for each course will be determined by the instructor and announced to the class at its first meeting each term.

Should you find it necessary to drop a course, have your faculty advisor sign a drop slip which you may obtain from the Registrar's Office. Following the established procedure clears the instructor's record and prevents confusion about your academic standing.

Although not required, attendance at Community Issues and Values meetings is recorded and credit will be assigned on the basis of attendance for those registered for CIV.

GRADES AND STANDING

Grades and quality points earned are mailed to all students at the end of each term and recorded on each student's permanent record file in the registrar's office as follows:

A— Excellent
4 quality points per course

B— Good
3 quality points per course

C— Satisfactory
2 quality points per course

D— Passing
1 quality point per course

F— Failed
no quality points

WF— Withdrew Failing
No quality points (Courses dropped after fourth week of term are given the grade of WF except in cases of illness or emergency.)

Grade Point Average

The grade point average is computed by dividing the total number of quality points by the number of courses for which the above grades were earned (except that a course which is repeated is counted only once).

The following grades are given in special situations and do not affect the grade point average.

S— Satisfactory (=C or above)

U— Unsatisfactory
Grades of S or U are given for interim courses. At your option, S or U may be given for Independent Study and for not more than one elective course per year.

I— Incomplete
The course was not completed for reasons beyond your control; becomes an F if the work is not carried to completion before the end of the following term.

W— Withdrew
Permitted to withdraw from the course in good standing.

GRADING DISAGREEMENTS

In the event you and a professor disagree about the quality of your academic work, the disagreement should be solved in discussion between the parties involved.

If the student-professor discussion does not resolve the disagreement, either party may request a moderator to aid mutual understanding. It is suggested that the moderator be either the department chair or some other person acceptable to both disputants.

If no agreement is reached as a result of this effort, either of the disputants may request the Academic Vice President to act as moderator. It should be noted that a moderator is not an arbiter (decision maker); the moderator may aid decision making, but may not arbitrate.

As a last step, you may request the formation of a committee composed of the Academic VP and two other faculty members and two other students acceptable to both parties involved in the grade dispute. This committee will then offer recommendations for the resolution of the problem.

Academic Probation

Students with a cumulative average below 2.0 (average of C) are placed on academic probation and must demonstrate satisfactory improvement to remain in school. If their average is seriously low, they may be restricted in the course load they carry or suspended from the College for a period determined by the Committee on Admissions and Standing.

As a freshman you must pass at least two courses by the end of the interim term, at least four by the end of the winter term, and at least seven by the end of the spring term to be eligible for reenrollment the following term. Thereafter you must pass at least two courses each term to remain eligible to continue. You may raise your grade point average by repeating a course in which you have a failure or a low grade. You will then receive credit for one course with the second, or final, grade.

Dean's List

Soon after the end of each 10-week term, the Academic Vice President's office publishes the Dean's List. It contains the names of the

students who in that term achieved a standing of 3.25 or above in all work undertaken, with no grade below C.

Graduation Honors

The distinction of *Magna Cum Laude* is conferred upon each graduate who has completed 20 or more courses at Maryville College and has attained for the full college course a standing of 3.8 for all work undertaken. The distinction of *Cum Laude* is conferred upon each graduate who has completed 20 courses or more of work at Maryville College and has attained for the full college course a standing of 3.3 for all work undertaken.

Examinations

English Proficiency Examination

One of the marks of an educated person is his or her ability to communicate effectively in writing; therefore you constantly will be encouraged to develop proficiency in the use of written English. Special laboratory opportunities are available for those who need to correct deficiencies.

A proficiency test in English is given to all sophomores during spring term. For transfer students, and others who are making up a previous failure, the examination will be repeated in the fall term of the junior year. Passing this proficiency examination is required for enrollment in Independent Study and for graduation. Each student is asked to write a 500-word essay on a topic chosen from a group of topics of current interest. The paper is read by two or more members of the English staff, who consider its organization and structure, its grammatical correctness, and its overall quality. Those whose writing is not satisfactory will be required to do further work in the English laboratory until they have attained an acceptable level of competence.

Comprehensive Examinations

In the final term of the senior year you must pass a comprehensive examination in your major field as one of the requirements for the degree. Appropriate field tests of the Undergraduate Record Examination are included as a part of the comprehensive examination in major fields for which they are available. The purpose of the comprehensive examination is to encourage you to develop retentiveness and to integrate the subject matter of your field.

A quality point equivalent is established for each grade level on this examination and your performance on it becomes a part of your total record. A grade of A earns 4 quality points; B, 2; C, no quality points. A grade of D calls for a deduction of 2 quality points; a grade of F requires a reexamination at a subsequent regularly scheduled examination period. No more than two reexaminations are permitted, and a passing grade must be attained within two years of the first attempt.

Requirements for Graduation

The College will confer the degree of Bachelor of Arts or Bachelor of Music when you have:

(1) completed all requirements, including core courses, major and related work;

(2) passed a comprehensive examination on your major work; and

(3) achieved a cumulative average of 2.0 on all work undertaken, or achieved a grade of C or S or above for at least 40 academic courses.

The last term of work for the degree must be at Maryville College. Degrees are formally conferred at the annual Commencement at the close of the spring term, although requirements may be completed at other times during the year. Those who complete requirements during the spring and summer terms are expected to participate in Commencement.

Transcripts of Credit

Upon authorization by the student, the Registrar will issue an official transcript to any designated individual or institution after all accounts have been satisfactorily settled. No charge is made for the first transcript when issued in the form adopted by the College. For each additional copy a prepayment of $1 is required. The Registrar's Office asks that requests for transcripts not be made during the busy opening and closing of school.

ACADEMIC PROGRAMS

The Curriculum

Maryville's curriculum includes a group of courses taken by every student, referred to as the "core," which introduces MC students to an essential portion of the vast store of human thought and knowledge and stimulates them to come to grips with it.

The Instructional Program Committee (a committee of the All-College Council composed of students, faculty and staff) is charged with the major responsibility of developing an academic program which will encourage your intellectual and personal growth. This Committee continually reevaluates the curriculum, requirements for graduation, the resources which support the learning process, and special needs of particular student groups. If an academic program is to be responsive to ever-changing needs it must be under constant review. It must remain essentially stable without becoming "fixed" and be flexible without sacrificing its integrity.

During your four years at Maryville you may serve on a committee which could confirm or change academic requirements and opportunities. Our objective in the academic planning is to build a total program which will translate the goals and purposes of the College into a learning experience that is sound and at the same time imaginative and exciting—one that will challenge both faculty and students to attain the highest level of intellectual and personal excellence.

THE CORE CURRICULUM

Maryville College is dedicated to the concept that liberal learning is the best foundation for a satisfying life, whatever one's profession or vocation. Therefore the curriculum has been designed to include a core with a broad base in the humanities and fine arts, the natural sciences, and the social sciences. Whenever possible, interdisciplinary approaches have been incorporated into this core in order to make clearer the relationships among the various fields of learning. Emphasis is also placed on greater awareness of the non-western world, on social and political issues, and on the development of personal values.

For the B.A. degree the core includes the following courses and requirements:

Freshman Inquiry—In the summer preceding enrollment each student will select from a descriptive list one topic to be explored in depth during the fall term under the guidance of faculty members who will work with groups of from 15 to 25 students. The purposes of the Inquiry course are (1) to introduce methods of inquiry in a particular discipline, and (2) to provide for each freshman a faculty advisor to help in the selection of a major and the projection of a course of study.

You may use the Inquiry course as an opportunity to explore a field you are considering for a major, or as an opportunity to strengthen your liberal arts base. Most Inquiry courses are designed so that they will substitute either for core courses or major courses.

English—English 105, to be taken during the fall term of the freshman year, and English 121-122, to be taken concurrently with History 121-122 any time during the first two years. Those whose placement test scores indicate a need for more intensive work in composition will enroll in English 104, then advance to the English 105, 121-122 sequence.

Fine Arts—Interdisciplinary course 201, to be taken any time during the first three years.

Foreign Languages/Mathematics—Demonstration of intermediate-level proficiency in one foreign language, by examination or by completing course 202 in that language. Alternatively, with the consent of the major advisor, the requirement may be met by completing courses 101-102 in two languages. Credit will be given for any course which is completed successfully.

In certain departments a student may have the option of replacing the core requirement in foreign language with any one of the following two-course sequences: Mathematics 102-103;

Mathematics 208-209; Mathematics 208-Science 218. A student graduating with a major in elementary education will substitute Mathematics 206-207 for the language requirement.

Health and Physical Education—Health Science 101 and demonstration of elementary and survival swimming skill.

History—History 121-122, to be taken concurrently with English 121-122 any time during the first two years.

Natural Science—Interdisciplinary course 102 or one other laboratory course to be taken during the first two years; and Interdisciplinary Science 301 during the third or fourth year.

Freshmen who are reasonably sure they will be majoring in one of the sciences should register in the fall term for Mathematics 101 or 102. Courses for the winter and spring terms will depend upon progress in mathematics. Science majors do not take Science 102.

Non-Western Studies—Interdisciplinary course 301, to be taken any time during the third or fourth year.

Religion—Any 200 course in religion, to be taken any time prior to graduation. With permission of the instructor, the core credit may be selected from one of the 300 level courses in religion.

Social Science—One of the following courses, to be taken any time prior to graduation: Economics 201, Political Science 201, Sociology 201, Sociology 211.

Interim Projects—The completion of one interim project for each year a student is enrolled at Maryville, including a senior interim in the major discipline. Since no make-up interims are given during other terms, the student must fulfill the requirement during the interim term. One who completes a project but receives a grade of U will be allowed, upon consultation with the Academic Vice President and Registrar, to substitute a regular course for one interim. One who withdraws without making an effort to complete the project will have to wait until the next interim term to make up the work.

If you have had a strong high school preparation in the material covered by any of the core courses, you may, upon consultation with and consent of the chairman of the department in which the course falls, be admitted to specified advanced courses in lieu of the designated core course. You must complete such advanced courses within the time limits prescribed for the courses being replaced.

The core requirements for the Bachelor of Music degree are different and are detailed in the course listing section under "Music."

Areas of Specialization

In addition to the core requirements, you will do concentrated work in one area of specialization. The MC curriculum offers you the opportunity to specialize in one of the following 18 major fields or to propose your own individualized major across departmental lines:

- Art
- Biology
- Business Administration
- Chemistry
- Economics
- Elementary Education
- English
- History
- Interpreter Training
- Mathematics
- Music
- Physical Education
- Physics
- Political Science
- Psychology
- Recreation
- Religion
- Spanish

In selecting a major at the end of the freshman year, you may confer with your freshman faculty advisor. Once you have decided on an area of specialization, you will consult with a designated departmental advisor.

The major consists of 10-12 courses in the subject selected, including two courses in Independent Study, along with such related work as may be prescribed. With the exception of Independent Study, only courses in which you make a grade of C or above may be counted toward

your major. Details, including requirements for each of the departmental majors, are found in the section on Courses of Instruction.

Individualized Major

The Individualized major is designed for those students whose personal or vocational needs cannot best be met by one of the 18 departmental majors. It is not a generalized, unstructured approach to education but an opportunity for certain students to fulfill clearly defined objectives. The same requirements as to number of courses, related work, and Independent Study apply as in the case of departmental majors, but the courses may be drawn from more than one department. Each program is evaluated individually by a faculty committee. An advisor from one of the departments in which course work is to be done is appointed for the student. No restriction in principle is placed upon the individualized major so long as the program proposed is educationally sound and can be fulfilled within the limitations of courses offered in the present curriculum.

Community Issues and Values

The Community Issues and Values program is a supporting part of your regular course structure. This series seeks to involve the entire College community in crucial issues of the day in religion, politics, economics, social relations, the arts and personal living, as well as with the kinds of values needed to deal with those issues. In the form of weekly convocations and occasionally smaller group discussions, CIV is an integral part of the academic life.

One course credit is given for attendance at 30 of the weekly programs, and as many as two credits will be counted toward the 40 courses required for graduation. Students register for CIV as for any other course. Freshmen are invited to attend during the fall and interim terms on a voluntary basis. Should they decide to register for course credit at the beginning of the winter term, they will receive credit for programs already attended provided they have registered their attendance.

OPPORTUNITIES FOR INDEPENDENT STUDY

The College seeks the flexibility that will enable you to develop your scholarly background along special interest lines or to pursue a subject in greater depth than the classroom situation provides. To this end, there are several ways available for you to do independent study.

General Honors Program—Students of superior ability and excellent overall scholarship may carry on independent study relating to courses in which they are registered. This honors work will consist of study beyond the usual materials and requirements of the course to which it applies. It may take the form of reading, writing, or experimentation, or any combination of these, as worked out with the instructor and within the honors requirement set up by the department to which the course belongs. To be eligible, the student must have a 3.0 cumulative average and have been in residence for one term and one interim. Successful completion of this work is entered on the student's record.

Independent Study in a Course—Any student with a 3.0 cumulative average may pursue independently, without class attendance, any course in the catalog, subject to the following requirements:

a. He or she has completed one term and one interim in residence at the College.
b. He or she has the permission of the course instructor, has the outline of the course, and is given bibliographical help by the instructor.
c. He or she registers for the course, as part of his or her regular load, at the beginning of the term in which the course is offered.
d. He or she takes and passes a comprehensive examination at the end of the course, and meets any other requirements agreed upon with the instructor.

Independent Interim—Upperclassmen who wish to pursue a topic or activity not covered in the published list of interim projects are invited to submit in the preceding spring an individual proposal, subject to approval by the Interim Committee. The proposal must include an outline of the project, a statement of objectives, methods of achieving the objectives, resources to be used, a plan for evaluation, and signatures of the sponsoring instructor and the off-campus advisor (if the project is to be off-campus).

Junior-Senior Independent Study—As a graduation requirement every student registers for courses 351-352 in his or her major department. This is an independent study program that offers opportunity for intensive work, creativity and innovativeness in a subject of your own choosing. The work may involve a reading program, an investigative project, laboratory or field research, creative activity such as writing, play production, or some original contribution as in art or music. You will be encouraged to work on your own initiative with the added benefit of personal faculty guidance and supervision.

Individual Study Course—Any student of junior or senior class standing may substitute for one of his or her major courses an individual study course numbered 350 in each department if the following conditions are met:

a. He or she secures approval from the chairman of his or her major department for a mutually agreed upon program of reading or experimental study.
b. An instructor is available whose schedule and load will permit regular conferences to give guidance and assess progress in the individualized study.
c. He or she pays an additional fee of $25 to cover the difference in cost between individual and class instruction.

Tremont Environmental Education Center

Maryville College is a pioneer in both resident and day-use programs of environmental education. In cooperation with the National Park Service, Maryville College operates an Environmental Education Center in the Great Smoky Mountains National Park. It is used by more than 4,000 secondary and elementary children and their teachers each year; but a primary goal of the Center is to afford Maryville College students the opportunity to develop ecological competence and environmental awareness as they prepare themselves academically. A student may spend a 10-week term at Tremont and receive three course credits. A fifth-year internship, involving nine months of work and study at Tremont, is available to college graduates who want further preparation in environmental education. The Tremont Term is described in greater detail under interdisciplinary courses.

Maryville College Learning Center

One of the special experiences available for students attending Maryville College is participation in the Learning Center. This Center is designed to provide students with the unique opportunity of working with exceptional children in a supervised one-to-one setting. Students who elect to participate in this program learn diagnostic, pedagogic, and remediation skills appropriate for dealing with the learning disabled as well as with the gifted child. As part of the Learning Center experience, students will work directly with exceptional children from the community.

Additional Learning Opportunities

The MC Preparatory School for the Arts offers classes in art, music and theatre and the MC School of Gymnastics, courses in gymnastics. The Van Metre School of Dance, located on the College campus, offers instruction for which college credit may be obtained through a cooperative arrangement between the School and the College. The College's Office of Community Education and Service offers noncredit courses (fees vary) throughout the academic year.

OFF CAMPUS EXPERIENCES

Increasing opportunities for independent work are available off campus to supplement and enrich the on-campus experience. In addition to interim projects which involve trips out of state and abroad, other off campus programs include:

Internships—During summers or regular terms as well as the interim, students are finding opportunities for field work in schools, hospitals, businesses, and social agencies. For example, the psychology department, in cooperation with the Little Tennessee Valley Educational Cooperative, has arranged for supervised practical experience for psychology majors throughout their senior year. Interested students should check with their major advisors or departmental heads for internship opportunities in other major fields.

The Junior Year Abroad—The College cooperates in planning programs and arranging credit with a variety of foreign colleges and universities. Those who are interested should talk with the Academic Vice President early in the sophomore year.

Field Experiences for Science Students—Maryville College belongs to the Mid-Appalachia College Council, Inc. (MACCI), a group of 11 regionally affiliated liberal arts colleges. Through this relationship, Maryville College students have the opportunity to participate in field biology work at a teaching and research center on Norris Lake and in honors seminars in biology, chemistry, and physics at Oak Ridge Associated Universities. An added benefit is meeting, living, and working with students from other colleges.

Honors-caliber students in biology, chemistry, computer science, mathematics, and physics may apply for the Argonne Semester. If accepted, the student may spend the fall, interim, and/or winter terms of the senior year at Argonne National Laboratories, Argonne, Illinois, participating in research and experiencing a professional research environment. Students work under the supervision of an Argonne scientist or engineer on a project related to a specific on-going research problem. Credit is awarded for two terms of Independent Study and for the Senior Interim Course.

Other opportunities for honors-caliber biology, chemistry, or computer science students are available in summer research programs at the Savannah River Ecological Station at Aiken, South Carolina. Students can select from among several projects involving participation in on-going research programs relating to ecology and computer modeling systems. This program offers the student the opportunity to use his or her college training in a highly interdisciplinary program.

Students of exceptional academic standing may apply to participate in the summer or mid-winter programs in various biological disciplines at the Marine Biology Laboratories, Woods Hole, Massachusetts. These programs offer intensive four- or 10-week sessions in botany, marine ecology, invertebrate zoology, developmental biology, and neurophysiology. The programs are designed to allow students to participate in field, laboratory, library, and classroom activities beyond those available at their own colleges and universities.

These programs are designed to enrich further the educational experience available at Maryville College. They are of particular value to those students who plan further work in graduate or other professional schools.

The Washington Center for Learning Alternatives—Students in any field who want to spend a term in Washington are invited to apply to the WCLA for admission to the intern program, which provides internships in more than 400 government and social agencies. Through the internship, seminars conducted by the WCLA, and independent study, one may earn three course credits during one term. Housing is arranged by the Center in its own apartment building, and the cost is roughly the same as for a term on campus.

Maryville recognizes the basic need for expression of individuality, and through these programs it offers opportunities for experimentation and expansion, thus providing impetus for further self-discovery.

PRE-PROFESSIONAL PREPARATION

A liberal arts emphasis with concentration in one area is the best undergraduate preparation for a professional career. Graduate and professional schools do not usually require specific undergraduate majors, though they sometimes stipulate prerequisites. Consulting the catalogs of these schools will help you in planning your undergraduate curriculum. In consultation with your faculty advisor, you can work out a program suitable to your interests. The following general guidelines may be helpful:

Engineering—Today's engineers have found that technical knowledge alone is not sufficient to solve the increasingly complex problems that they face. They must come to grips with the social, ethical, and philosophical questions with which the liberal arts are concerned. To provide the engineer with a strong liberal base for his technical training, Maryville College has entered into a cooperative arrangement with the Georgia Institute of Technology and the University of Tennessee.

Under this program Maryville students receive both a liberal arts education and a professional education in engineering or applied science. At the end of a five-year period (three at Maryville and two at either Georgia Tech or UT), the student can have earned both a B.A. from Maryville and a B.S. from the cooperating institution. (The exceptional student may apply for admission to the M.S. rather than the B.S. degree program.)

During the three years at Maryville the student fulfills the following requirements:

11 core courses: Freshman Inquiry; English 105, 121, 122; History 121, 122; Science 301; Physical Education 101; Fine Arts 201; Non-Western Studies 301; Economics 201; and one course in religion.

14 technical courses: Mathematics 102, 103, 201, 203, 301; Chemistry 201a, 202, 210; Physics 201, 202, 301, or 311; Science 218.

3 interim courses

1 term of independent study

1 elective (may be CIV)

Upon satisfactory completion of this three-year program the student will transfer to the engineering school. After one year of approved study with at least a C average, Maryville will grant the B.A. degree. After completion of all courses prescribed in the current catalog for junior and senior engineering students, the cooperating school will grant the B.S. degree.

Dual degree candidates are eligible to seek any of the following degrees: Bachelor of Aerospace Engineering, Ceramic Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Engineering Economic Systems, Engineering Science, Industrial Engineering, Mechanical Engineering, Nuclear Engineering, Textile Chemistry, Textiles, Textile Engineering, Health Systems; the Bachelor of Science in the applied sciences, including biology, chemistry, information and computer science, mathematics, physics, and psychology; and the Bachelor of Science in Industrial Management and various other specialized areas.

Those interested in this program should consult the Dual Degree Coordinator in the Department of Mathematics.

Music Therapy—Students planning a career in Music Therapy should follow the Bachelor of Music degree program in Music Education. Completing the requirements for this major fulfills most of the requirements for Music Therapy. Additional specialized courses and a six-month internship must be taken at a graduate school to complete certification requirements to be a registered Music Therapist.

Pre-Law—Admission to law school is usually determined by the total undergraduate record and the results of one's score on the national legal aptitude test. It is important that the prospective law school candidate acquire skill in written and oral English, the ability to think clearly and independently, and an understanding of social, economic, and political institutions. Economics, English, history, and political science are among the majors recommended.

Library Science—The choice of the major

field can be determined by your interests. You should be aware of new opportunities in specialized library work in such areas as law, medicine, music, and the sciences.

Medicine and Health Related Professions—Maryville College provides excellent preparation for any of the health related professions. Students planning to study medicine, dentistry, pharmacy, optometry, veterinary science, or medical technology usually major in biology or chemistry. Those planning to enter one of the allied health professions or support fields such as hospital administration usually choose an individualized major consisting of those disciplines which are most applicable. The four Interim terms provide excellent opportunities for valuable experience in the health fields; they offer the opportunity to work with a physical therapist or physician, to work in a clinical laboratory, to work with a hospital administrator or a pharmacist, among others.

Maryville College offers a four-year medical technology program for students preparing to apply for further training and certification at a School of Medical Technology in a teaching hospital. Students receive the bachelors degree in biology, chemistry, or in an individualized major, after which they are well-prepared for the highly competitive hospital programs.

The broad curriculum at Maryville College offers you the opportunity to learn not only the fundamental science skills in your chosen field but also encourages you to investigate other interests and fields of study that make you better able to cope with rapid changes in the economy and job market and in social and moral values. Professional programs in medicine and the health related fields being highly competitive, the liberal education in the sciences that Maryville can offer may be the most important part of your life education.

All students majoring in the pre-health fields have an advisor in Sutton Science Center who works very closely with them in planning their programs of study. Individual problems and needs are dealt with on a one-to-one basis. In addition, periodic meetings are held with the pre-health students so that dates of the examinations and application deadlines may be discussed. These meetings also offer a forum in which student experiences concerning testing, interviews, application filing, and other important processes may be shared.

Church-Related Vocations—If you plan to attend a theological seminary in preparation for the ministry or for Christian education, you may follow any one of several fields of concentration. Favored majors are English, history, psychology, religion, sociology, and music with elective work in philosophy. The preministerial student is advised to fulfill the core language requirement with French or German and take Greek as a second language.

Social Work and Public Welfare—Students planning to enter the field of social work, public welfare or public administration will find that the courses in economics, history, political science, and sociology provide a good foundation. Interim projects and independent study programs can be adapted in ways that will contribute to future careers in these professions.

Teaching—Prospective public school teachers should consult the education section under Courses of Instruction. Those interested in college teaching will find it helpful to discuss their plans with their major advisors and other members of the faculty.

COURSES OF INSTRUCTION

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The course descriptions on the following pages begin with the interdisciplinary courses, followed by a description of the interim projects, then the course offerings of the individual departments, listed alphabetically. The term "course" or "projects" at Maryville College is used as a unit of measurement. Each full course is designed to occupy approximately one-third of a student's time during a 10-week term. The interim project, which occupies the student's full time for a three-week term, carries the same credit as one 10-week course. For purposes of comparison with more conventional units, each course may be regarded as the equivalent of three or four semester hours. A few courses, however, carry fractional credit (one-half, one-third) and will be so designated on the schedule.

The courses in each discipline are numbered to indicate their level of advancement: "100" courses are of freshman rank; "200" courses are of sophomore rank; "300" courses are of junior-senior rank; "400" courses are open only to seniors. Course numbers written together joined by a hyphen (101-102) indicate continuous courses, not to be taken in reverse order or one without the other. Course numbers separated by a comma (201, 202) indicate two-term courses with some continuity. They may be taken one without the other or in reverse order, though it is usually more satisfactory to take them in proper sequence.

Interdisciplinary Courses

102. SCIENCE FUNDAMENTALS

The basic concepts and principles of a particular scientific discipline are examined. Illustrative examples of how the discipline probes the physical universe and then deals with the questions which arise are explored. Atoms, molecules, organisms, stars, and the laws which govern them are introduced in individual sections dealing with biology, chemistry, and physics.

201. FINE ARTS

A course designed to acquaint students with the various media of artistic expression and to confront them with the nature and meaning of the aesthetic experience.

201. SCIENCE AND TECHNOLOGY

An interdisciplinary assessment of the use of scientific knowledge in areas such as communications, energy, war, privacy, and transportation.

220. ETHNIC STUDIES

Folklore of the Appalachian Region (220a.); Introduction to the identification, collection, and preservation of folk materials with field work in the local area. A Survey of Blackness in America (220b): The Black American's experience from slavery to the present, interpreted through the disciplines of history, sociology, psychology, religion, literature, and the arts.

301. SCIENCE THOUGHT

Topics dealing with the development of modern scientific thinking include: physical and biological origins of the world around us; the behavioral development of man; the ethical and moral questions arising from scientific inquiry; and thoughts on the future of man from a scientific perspective.

Prerequisite: Science 102 or any other laboratory course.

301. NON-WESTERN STUDIES

A course which takes into account the growing need for a more informed and intelligent understanding of the non-western world. Focus each year on the history, culture, and contemporary problems of Africa or one specific area of Asia.

312. THE TREMONT TERM

A program in which the student spends a 10-week term at Tremont Environmental Center, receiving three course credits: Program Participation (312a); Readings in Ecology (312b); and Environmental Learning and Curricula Design (312c). Prerequisite: successful completion of freshman year. Application for the Tremont Term must be made three months prior to anticipated participation in the program. Application is to be made to the Registrar.

Humanities 301 - Decisions, Choices, & Becoming Human

Interim Projects

Interim projects vary from year to year, depending upon the special interests of the students and faculty. A full description is contained in the booklet issued annually by the Interim Committee. Most of the projects involve research, writing, and seminar presentations on campus, but a number include travel away from the campus, in this country and abroad. The latter involve additional expense.

Upperclassmen who want to pursue an individual porject are invited to submit a proposal to the Interim Committee, under the terms outlined in the interim booklet. Freshmen are encouraged to participate in a group interim.

Interim projects are numbered "100," "200," "300," and "400" to indicate the classification of the student at the time he or she takes the project. An interim project in psychology taken during the sophomore year, for example, is designated Psychology 200.

At least one project must be taken in a discipline outside the student's major. All senior interims are in the major discipline. They may be individualized reading programs, seminars with other seniors in that discipline, independent research in the library or laboratory, field work experiences, or whatever the student and his or her advisor consider most profitable.

Typical interim projects have included the following:

Passport to Greece
The Desert in Winter (Southern Arizona)
Folklore of the Smokies
Career Exploration
Advanced Techniques in Photography
The Mountain Dulcimer
Modern India Through the Novelist's Eye
In Search of King Arthur (England)
Quilting (Extended)
The Meaning of China's Revolution
Compressed Business Internships
Learning To Communicate with a Deaf Person
The Psychology of Sex Role Development
Astronomy—The Night Sky
Future Energy . . . Nuclear Fission, Solar Energy & Nuclear Fusion

ART

ASSISTANT PROFESSORS BIANCO AND BONHAM; AND MESSRS. BARGER AND STEWART

The study of art at Maryville must, by its very nature, be a highly personal experience. Courses are offered in basic areas, but the student's development in artistic understanding and expression will depend upon self discipline and independent effort.

Major in art: 10 courses. The student's individual needs and interest will determine the specific course requirements. Planned programs include a pre-professional major in art therapy, an all-level (1-12) teaching program in art, and preparation for graduate school in art history and studio art. The requirements in foreign languages may be met with any language. All senior art majors are expected to present a Senior Art Show or a slide-lecture presentation. Art majors planning to teach in the public schools will need to schedule as electives the courses required for certification. See the Secondary Education section for the specific courses to be taken. Art majors planning to go to graduate school in art therapy will need to schedule psychology courses for their elective courses.

Art therapy students who choose the practicum series, Art 343a, b, c, d must complete the prerequisites: Psychology 201, 211, 313, 301, and 331 as well as Art 201, 219, 301, 302, and 304.

Art studio students who choose the practicum series may work independently preparing their portfolios for graduate school and their Senior Art Shows, or they may choose local

artists or agencies for apprenticeship experiences.

Students may begin the practicum series the spring term of the junior year and continue each term (including the Senior Interim) of the senior year. Each practicum experience carries a one-half course credit. Maximum credit for the practicum experience is two courses when the student takes all four sections of Art 343. Art 343a, b, c, d is an elective series and therefore is not considered a part of the 10-course requirement for the major in art.

Art History

215. ANCIENT AND MEDIEVAL ART
A study of the painting, sculpture, and architecture of the ancient and medieval periods.

216. RENAISSANCE ART
A study of the painting, sculpture, and architecture of the Renaissance as it occurred in Italy and Northern Europe.

316. CONTEMPORARY ART
A study of the visual arts and architecture beginning in the mid-19th century and continuing to the present.

341. SEMINAR: SEVENTEENTH CENTURY TO TWENTIETH CENTURY ART
American (341a) and European (341b) given alternate years.

Studio Art

**This course is to be taken over a period of two consecutive terms with credit being given upon completion of the second term. This course will count as a half-course load each term and will meet twice weekly.

****201. DRAWING AND COMPOSITION**
Emphasis on basic drawing skills and introduction to the basis of sound design necessary for work in all media. Prerequisite to other studio art courses.

****219. VISUAL THEORY AND ART CRITICISM**
The study of basic design problems, stressing color, texture, and composition; application of these to forms related to advertising, crafts, painting, and sculpture. Prerequisite to other studio art courses.

****301. CERAMIC SCULPTURE**
An introduction to ceramic material and the development of form in three dimensional space.

****302. PAINTING**
An introduction to the use of color and the painting media.

****303. STUDIO**
A flexible course which can be an advanced studio course involving the student in the intensive study of: drawing, painting, ceramic sculpture, design, jewelry, photography, weaving, or printmaking and fabric design. Or the course can be a beginning course in applied design in jewelry, copper enameling, photography, or weaving. This course may be repeated for a maximum of three courses. Students may take an advanced course by successfully completing the beginning course, or by presenting a competent portfolio, or by permission of the instructor.

****304. PRINTMAKING AND TEXTILE DESIGN**
An introduction to the printing processes. Working with intaglio, relief, and planographic media.

****343 a, b, c, d PRACTICUM**
Supervised practical experience for the art therapy student during the senior year (may begin spring term of the junior year) with local agencies offering psychological services. Prerequisites: Psychology 201, 211, 311, 301, and 331 and Art 201, 219, 301, 302, and 304.

The studio art major has the opportunity to work as an apprentice with a local artist or agency or he/she may work independently preparing a portfolio for graduate school and the Senior Art Show. Prerequisites: Art 201, 219, 301, 302, 304, and 303.

351-352. INDEPENDENT STUDY IN ART
Individual study in either studio with an exhibit and a formal paper or in art history involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Art Education

208. ELEMENTARY ART EDUCATION

This course will provide a background in art and art teaching methods for those preparing to teach in the elementary school and for the recreation major. Not to be counted toward a major in art.

308. SECONDARY ART EDUCATION

This course, designed for art majors preparing to teach in public schools, will provide experiences in art activities best suited for high school students. Not to be counted toward a major in art.

BIOLOGY

ASSOCIATE PROFESSOR RAMGER; ASSISTANT PROFESSOR SUMNER; DR. SHIELDS

207 Human Anatomy & Physiology

Pre-professional major in biology: The sequence and course plan for the major in biology will be determined for individual students as they prepare their program of study with their major advisor. Requirements in the related fields of mathematics, physics, and chemistry will also be determined on an individual basis.

Laboratory Fee: $10.00/course.

201. GENETICS

A study of the basic concepts of heredity. Gene action as it relates to cell differentiation and topics dealing with the ethics of genetic control. Laboratory: 4 hours/week.

202. VERTEBRATA

The evolution, classification, and comparative anatomy of the principal vertebrate classes. Laboratory: 4 hours/week.

203. SPERMATOPHYTA

A study of the evolution and classification of the seed plants. Emphasis on local flora. Laboratory: 4 hours/week.

205. INVERTEBRATA

A study of the classification and distribution of principal invertebrate groups. Laboratory: 4 hours/week.

206. CRYPTOGAMS

Ecological and taxonomic treatment of the Fungi, Algae, Bryophytes, and Ferns. Laboratory: 4 hours/week.

209. BIOLOGY OF THE ENVIRONMENT

A field-taught course in environmental awareness, presenting the basic ecological principles and biotic patterns. Primarily for majors in elementary education, but may be elected by others. Does not count toward the major in biology.

304. MICROBIOLOGY

A study of bacteria and related forms. Stress on laboratory techniques. Laboratory: 4 hours/week.

305. DEVELOPMENTAL BIOLOGY

A study of the factors of morphogenesis in plants and animals. Laboratory: 4 hours/week.

310. FIELD BIOLOGY

Any course taught at the Mid-Appalachia Field Biology Teaching and Research Center on Norris Lake.

351-352. INDEPENDENT STUDY IN BIOLOGY

Independent research is the privilege of all majors. Each student designs and carries out a unit of research in an area of his/her choice and prepares a paper as for publication in a scientific journal.

401. GENERAL PHYSIOLOGY

A study of the basic physiological processes in plants and animals. Laboratory: 4 hours/week.

402. ECOLOGY

A study of ecological principles as they relate to the distribution of plants and animals. The Great Smoky Mountains National Park and the lakes of the Tennessee Valley Authority serve as the laboratory.

403. BIOCHEMISTRY OF THE CELL—CYTOLOGY

A detailed study of the cell as a biochemical unit of structure and function. Emphasis on energy transfer, structure and properties, macromolecules versus cellular morphology, and molecular biology of nucleic acids and proteins. Special topics include effects of radiation on the cell and prebiological evolution. Identical with Chemistry 403. Laboratory: 4 hours/week.

CHEMISTRY

ASSISTANT PROFESSORS BUNDE AND NAYLOR

The curriculum in chemistry follows a sequential pattern in which a comprehensive study of chemical concepts and laboratory procedures is developed from the introductory level through organic and biochemistry to physical and theoretical chemistry. The curriculum emphasizes the nature of theories and how they help organize chemical thinking. Continual emphasis is placed on the usefulness, and limitations, of a wide variety of analytical techniques. Laboratory experiences focus on problem-solving, development of manipulative skills and observational abilities, and instruction in technical writing. In all upper-level courses laboratory work is carried out in an open-ended fashion so that students have the opportunity to plan their own experimental work as well as to perform it. The importance of familiarity with the chemical literature is stressed throughout the curriculum.

The program in chemistry is designed to integrate theoretical, laboratory, and literature skills, thereby providing excellent preparation for graduate study in chemistry and related fields, as well as serving as a foundation for the teaching of chemistry in high school or for enrollment in a medical, dental, or other health related program (with additional coursework in biology). In addition, most courses include discussions of the applications of chemical principles and techniques in biology, environmental science, medicine, space sciences and other areas, thereby orienting the chemistry major and the non-major to the use of chemistry as a tool to be applied to real-life problems.

Major in chemistry: The course schedule for the chemistry major will be planned by the individual student with his/her major advisor. Requirements in the related fields of biology, mathematics, and physics will be determined on an individual basis. Although the chemistry sequence has been designed to begin in the sophomore year after mathematics and communication skills have been developed, particularly well-prepared science students may begin in the freshman year, with the permission of the department chairman. The student contemplating graduate work or employment in chemistry will take as a minimum 10 chemistry courses, including chemistry 351-352, and six courses in physics and mathematics. Suggested languages are French and/or German, with German preferred.

201a. PRINCIPLES OF CHEMISTRY Ia

An introduction to the fundamental concepts and principles which govern macroscopic chemical phenomena: the elements and their compounds; stoichiometry of chemical reactions and gases; thermochemical relationships; oxidation-reduction processes; electrochemical phenomena; gas phase equilibria; acid-base equilibria, pH, and buffer systems; and quantitative aspects of ionic solid solubility. Prerequisite or corequisite: Math 101.

201b. PRINCIPLES OF CHEMISTRY Ib

The concepts and principles of chemistry are introduced with emphasis on nutritional and physiological examples: physical properties; the Periodic Table; inorganic, organic, and biochemical nomenclature; physiologically pertinent reactions and properties. Laboratory work includes physical measurements, chemical stoichiometry, organic reactions, and the biochemistry of natural substances. A terminal course designed as preparation for coursework in kinesiology and physiology. Prerequisite: Math 101.

202. PRINCIPLES OF CHEMISTRY II

An introduction to the fundamental concepts and principles which govern microscopic chemical behavior: atomic theory—experimental basis and postulates; quantum chemistry of atoms and molecules; chemical periodicity; intermolecular interactions; theories of bonding; coordination compounds; the kinetic molecular

theory; properties of liquids and solutions; chemical kinetics and mechanism. Prerequisite: Chem 201a.

210. ANALYTICAL LABORATORY

Laboratory work stresses development of proper experimental technique and the ability to interpret empirical data. Skills in scientific writing are developed through formal laboratory reports written as papers for primary journal publication and through classroom instruction. Qualitative and quantitative "wet" chemical inorganic analyses reinforce and amplify the principles and concepts encountered in Chem 201a and 202. Prerequisite: Chem 202.

310. ORGANIC CHEMISTRY I

Nomenclature and the structural organization of organic compounds are examined. The kinetic and thermodynamic bases for organic reactions and structure-reaction correlations using resonance and induction are emphasized. Through *Chemical Abstracts*, use of the chemical reference literature is introduced. Laboratory work involves methods of separation, identification, and synthesis of organic compounds. Prerequisite: Chem 210.

311. ORGANIC CHEMISTRY II

An examination of the fundamental organic compound classes and their characteristic reactions, with special emphasis on biological, medicinal, pharmacological, and industrial examples. Unifying reaction mechanisms are emphasized for synthesis pathways. Laboratory work involves synthesis, separation, and characterization of carbon compounds, particularly of biological carbon compounds. Prerequisite: Chem 310.

322. MODERN ORGANIC ANALYSIS AND SPECTROSCOPY

The theory and application of "wet" chemical procedures and spectroscopic techniques to organic analysis is examined in depth. Theoretical and interpretive discussions concerning electron and nuclear magnetic resonance, infrared, ultraviolet-visible, and mass spectroscopy are presented. Modern analytical separation methods including gas-liquid, high pressure liquid, thin layer, and column chromatography are discussed. Laboratory work includes qualitative organic analysis of unknown compounds and includes use of the n.m.r., i.r., and u.v.-vis. spectrometers. Prerequisite: Chem 311.

323. THERMODYNAMICS

A detailed study of the properties of chemical systems at equilibrium. Thermodynamic properties are examined through the study of gases and condensed phases and through applications of the fundamental laws of thermodynamics to both chemical and physical processes. Laboratory work centers on development of communication skills through seminar presentations dealing with physico-chemical measurement. An individualized project in physical characterization is also carried out. Prerequisites: Math 103 and Chem 210.

351-352. INDEPENDENT STUDY IN CHEMISTRY

This two-course sequence provides the opportunity to propose and to carry through a comprehensive laboratory research project of particular interest to the student. The study blends previous coursework and laboratory skills to provide experience as a practicing scientist. Credit for 351-352 may also be obtained by participation in the Argonne Semester or through other approved laboratories (see Off-Campus Experiences). Prerequisite or corequisite: Chem 323.

402. CHEMICAL KINETICS

Chemical kinetics is examined in depth with emphasis on the role of molecular level processes in the determination of reaction mechanism. Areas of discussion are: empirical laws of kinetics and data analysis; theories of chemical reaction rates; gas-phase mechanisms; solution kinetics; catalysis; photochemistry; and molecular beam kinetics. Laboratory work is derived from the chemical literature and employs spectroscopy as well as other analytical methods for the acquisition of thermochemical and kinetics data. Prerequisite: Chem 323.

403. BIOCHEMISTRY

A detailed study at the molecular level of the structure-function relationships of the basic biochemical unit, the cell. Proteins, lipids, polysaccharides, and nucleic acids are emphasized through study of their physical and chemical properties and through the catabolic and anabolic reaction pathways by which they are meta-

bolized. Special topics: cell and molecular genetics, enzymology, genetic engineering, membranes, metabolic and degenerative diseases, and agricultural chemistry. The chemistry of biomolecules is investigated in the laboratory. Prerequisite: Chem 311.

411. QUANTUM MECHANICS

An advanced study of the electronic structure of atoms and molecules through quantum mechanical applications. The experimental basis of the quantum theory is examined and a detailed description of the development of wave mechanics is presented. Atomic spectra are examined and characterized. The molecular orbital and valence bond theories are employed to elucidate the nature of chemical bonds as well as other atomic and molecular properties. Prerequisites: Math 103, Physics 202, and Chem 202.

ECONOMICS & BUSINESS ADMINISTRATION

PROFESSOR PRICE AND MESSRS. BRUCKNER, CRAWFORD, DREWRY AND STURGEON

The Loyd and Mildred Langston Chair of Business Administration was established in 1974.

Students, without impairing the values of a liberal arts education, may major in either economics or business administration.

The major program in business administration prepares a student for postgraduate work in this and related fields, or for possible entry into any of a range of careers including business, banking, junior management, government service, accounting, marketing, and insurance. The required courses enumerated below include an independent study project in any relevant area of particular interest to the individual student. In addition, opportunity *may* be provided for a 10-week business internship, carefully planned and supervised, designed to give the business major perspective and practical experience in a field of his or her choice.

Major in business: 10-12 courses, including Economics and Business Administration 201, 215-216, 223, 302, 321, 322, 341, 342, 344, and 351-352. Related courses required are Mathematics 102 and 103 or 208 and 209, Computer Science 218, and two of the following three courses: Political Science 201, Sociology 201, and Psychology 321.

The major program in economics provides a foundation for graduate study in numerous fields including economics, banking, finance, management, accounting, statistics, marketing, and law; or for direct entry into one of a number of fields including research, secondary school teaching, civil service, business, banking, accounting, insurance, and statistics.

Major in economics: 10-12 courses including Economics and Business Administration 201, 215-216, 221, 302, 321, 322, 331, 345, 346, and 351-352. Related courses required are Mathematics 102 and 103 or 208 and 209, Political Science 201, Sociology 201, and History 221 or 222.

201. PRINCIPLES OF ECONOMICS

An elementary survey of economics principles and institutions. Topics include supply and demand models, and basic principles of macroeconomic and microeconomic theory.

215-216. ACCOUNTING

Fundamental principles and practices of accounting.

221. ECONOMIC DEVELOPMENT

Economic inertia, change, and growth in traditional, command, and market societies. And study of problems raised—for the emerging nations and for the world as a whole—by revolutionary events of the last two centuries.

223. BUSINESS ADMINISTRATION
(Formerly 343)
A broad introduction to the field of business. Concentration on small business utilizing text book, case study, and live case participation.

302. MANAGEMENT
An introduction to the advancing arts and techniques of management in both governmental and private (especially business) institutions. Analysis of the management functions of planning, organizing, staffing, directing, and controlling. Identical with Political Science 302.

321. MACROECONOMICS
A survey of aggregate economic theory including both the classical and Keynesian systems. Analysis of the role of government and the institutional framework under which it operates. Prerequisite: Economics 201.

322. MICROECONOMICS
A survey of price theory. Special attention to the analysis of consumer demand, the theory of production, and the demand for factor units; the nature and behavior of cost, price, and output. Prerequisite: Economics 201.

331. GOVERNMENT AND BUSINESS
A study of the economic, legal, and political relations between business and government in the United States.

341. BUSINESS LAW
An introduction to the legal system and a study using cases of torts (negligence, defamation, etc.), contracts, agency and employment relationships, and commercial paper (checks, etc.).

342. MARKETING
An analysis of decisions and plans involving the 4 P's of marketing—product, place, price, and promotion—necessary in consumer-oriented organizations, which collectively lead to consummation of the exchange act.

344. BUSINESS FINANCE
Principles of financial management. Analysis of business results and forecasting. Management of current assets and capital budgeting. External sources of funds. Prerequisites: Economics and Business Administration 215, 216, and 223.

345. SEMINAR: SELECTED TOPICS IN ECONOMICS
A seminar which focuses upon timely topics in national or international economics not covered in other departmental course offerings. Subject matter will vary from year to year. Prerequisites: Economics 201 or permission of the instructor.

346. HISTORY OF ECONOMIC THOUGHT
A survey of the development of economic thought from ancient civilizations to the 20th century. Special attention given to economic thought since 1776. Prerequisite: Economics 322 or permission of the instructor.

351-352. INDEPENDENT STUDY
Individual study in economics or business, with the guidance of a faculty supervisor and some emphasis on command of the forms and usages of a formal paper. Opportunity for each student to pursue a major individual interest. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

International Trade & Investment

EDUCATION

PROFESSOR SHERER, ASSISTANT PROFESSORS CATE, DEVANEY AND POLLIO

Teacher education at Maryville College is an interdepartmental function, the responsibility of the College as a whole and not of the Department of Education alone. The program of preparation for teaching combines liberal arts courses, specialized studies, and professional training.

Students interested in being certified to teach are screened for admission to the teacher education program during the winter term of their sophomore year. Admission to the program (level one screening procedure) is dependent upon satisfactory ratings in several areas: academic, health, personality, and social adjust-

ment. Academic standards include a 2.2 cumulative grade point average and a 2.5 grade point average in both education and in the major field.

A major strength of the education program is the practicum planned as an integral part of each of the professional courses. Students in the program observe and participate in classroom instruction in the school systems of the area.

Additional involvement with school children may be included by planning with the advisor for experiences at Tremont Environmental Center, Maryville College Learning Center, Blount County Girls Club, etc.

If there is sustained interest shown for special areas, such as guidance, special education, reading specialist, education for the gifted, and religious education, the program can support such interests. The student should plan with the advisor for extension to the described programs.

Requirements for teaching certificates vary from state to state. The teacher education programs at Maryville College are designed to meet certification requirements in Tennessee and most other states, but the completion of these programs does not automatically qualify students for certification in states other than Tennessee. Information about specific state requirements may be obtained in the Department of Education office. Careful advance planning is essential to make sure that all general education, teaching field, and professional education requirements for certification are met. Applications for Tennessee certificates should be filed with the Registrar, who is the certifying officer of the College.

Elementary Education

Major courses: Education 208, 211, 321, 322, 323, 331, 334, 351-352. Related courses required for the major in elementary education: Art 208, Biology 209, English 208, Geography 303, Mathematics 206-207, Music 306, Physical Education 331, Psychology 201, 211. Additional requirements: Weekly Seminar—in which students participate during the term of their student teaching; Teacher's Preparatory Course in Handwriting, a non-credit correspondence course in both manuscript and cursive handwriting.

Students fulfilling requirements for certification in elementary education may concurrently expand their program to meet requirements for certification in early childhood education.

Secondary Education

Professional requirements: Education 208, 211, 301, 303, 332, 334, Psychology 201. Students major in the subject they wish to teach. Maryville College offers the following teaching fields: art, biology, business, chemistry, economics, English, health and physical education, history, mathematics, music, physics, political science, psychology, sociology, and speech. It is recommended that students have two teaching fields. Two teaching fields are required for the following: business, economics, political science, psychology, sociology, and speech.

Information about special requirements for certification to teach art, music, and physical education for grades 1-12 may be obtained from the education department.

Student Teaching

One term of the senior year is devoted to student teaching in one of the area elementary or secondary schools. A minimum of 300 hours is spent in observing, assisting, and teaching. (An additional 120 hours of student teaching in a kindergarten classroom is required for students expanding their program to include early childhood.)

Associated with student teaching is a required program known as the "September Experience," in which the student observes and assists in a public school at the beginning of the school year.

Formal application for student teaching is made during the winter term of the junior year and is included in the screening procedures necessary for retention in the teacher education program (level two screening procedure). Students must complete both levels of the screening

procedure in order to be accepted into the student teaching program.

In addition to the requirements mentioned for acceptance into the teacher education program, a student must complete all required professional courses except Education 208 and must meet departmental course requirements in the teaching field, prior to student teaching.

Student teaching is a full-time responsibility, and students should reduce to a minimum their participation in campus and outside activities. In order to participate in any on-campus or community activity during the school day, the student teacher must obtain prior approval from the Teacher Education Council.

Students are responsible for their own transportation to and from schools while student teaching. A $45 supervisory fee is payable at the time of registration.

General Education Courses

208. FOUNDATIONS OF EDUCATION

Historic and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with History 208.

211. EDUCATIONAL PSYCHOLOGY

Consideration of the principles of learning and cognitive theories and their application in the classroom. Consideration of educational testing and measurement, and the interpretation of educational and psychological data. Prerequisite: Psychology 201.

334. EXCEPTIONAL CHILDREN

A course designed to examine some categories of exceptionality, including those children with special abilities as well as disabilities. Offers opportunities to develop skills in diagnosis, curriculum development, methods, and materials needed with exceptional children. Practical experience with exceptional children will be included. Prerequisite: Psychology 201, Education 211, 301, and 303; or Education 211, 321, 322, and 323.

343. PRACTICUM IN THE LEARNING CENTER

The opportunity for extensive practicum experience in working with children having learning problems. Prerequisite: Education 334.

Elementary Education

321. CURRICULUM AND SOCIAL STUDIES IN ELEMENTARY EDUCATION

A study of curriculum development reflecting societal changes, knowledge of research, learning, and child development. Concentration on educational objectives, instructional procedures and materials, and methods of evaluation. Resource and teaching units developed and used in an elementary classroom.

322. SCIENCE, HEALTH, AND MATHEMATICS IN ELEMENTARY EDUCATION

A study of planning developmental learning experiences to promote growth in knowledge, interest, and appreciation of the broad areas of the physical and biological environment. A study of specific understandings and skills needed to provide instruction in current elementary mathematics in grades 1-9. Course oriented toward instructional experiences which foster discovery of mathematical concepts and provide differentiation of instruction. Weekly observation and participation in public school classrooms. Prerequisite: Education 321.

323a-323b. READING AND THE LANGUAGE ARTS IN ELEMENTARY EDUCATION

A foundation course to examine current practices in reading instruction. Provides overview of instructional approaches as well as developmental reading skills. Special attention is given to development of diagnostic and remediation skills. The course provides opportunity to aid a reading teacher in an area public school. An integral part of this course is 323b, where major consideration is given to teaching creatively the skills of language acquisition. Students observe and participate in a public school classroom. A noncredit course in manuscript handwriting must be completed by the end of the course. Prerequisite: Education 321-322.

306. EARLY CHILDHOOD: COGNITIVE AND LANGUAGE DEVELOPMENT

A self-directed course designed to study the relationship of developmental characteristics to cognitive and language development. In-depth reading of Piagetian theories stressed. Observations in kindergarten an integral part of course.

307. EARLY CHILDHOOD: GUIDING LEARNING
A self-directed course in which the student makes functional application of developmental theories to curriculum development.

330. STUDENT TEACHING IN KINDERGARTEN
Teaching experience in an area public school kindergarten. Prerequisites: Psychology 201; Education 211, 321, 322, 323, 306, and 307.

331. STUDENT TEACHING IN THE ELEMENTARY SCHOOL
Teaching experience in an elementary school classroom. Prerequisites: Education 211, 321, 322, 323, and completion of correspondence course in manuscript and cursive handwriting.

343. PRACTICUM IN TEACHING THE GIFTED AND TALENTED CHILD
A study of the nature and needs of the gifted as well as procedures and strategies used in instruction. Practicum includes one term of working with gifted children.

351-352. INDEPENDENT STUDY IN ELEMENTARY EDUCATION
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in elementary education.

Secondary Education

301-303. METHODS AND OBSERVATION IN SECONDARY EDUCATION
The techniques of high school teaching including methods, materials, guidance, classroom management. 303 is taken concurrently with Education 301, including observation in the same classroom one hour a day, five days a week for the 10-week term; teaching experience; and a journal of daily activities.

332. STUDENT TEACHING IN THE SECONDARY SCHOOL
Teaching experience in a secondary school classroom. Prerequisite: Education 301-303.

ENGLISH & SPEECH-THEATRE

PROFESSOR BLAIR; ASSOCIATE PROFESSORS BECK, BUSHING AND FOWLER; ASSISTANT PROFESSORS CATE AND JONES; MR. TRUETT

English

Major in English: 10 courses above 121, 122, and 105, including 311 and 351-352. Students who plan to teach English in high school are advised to take American Literature (221) and Oral Interpretation (Speech 203). Required related courses: History 211, 212, which should be taken before the period courses 331 through 336. Recommended related course: Philosophy 201 or 202. The requirement in foreign languages will be met preferably with French or German, especially for students who plan to go to graduate school.

104. FUNDAMENTALS OF ENGLISH USAGE
Emphasis on the essentials of English. Prerequisites to English 105 for students who demonstrate by the freshman entrance test that they need further preparation for the demands of college-level courses.

105. COMPOSITION AND RESEARCH
Instruction in organization, research method, and composition; readings in contemporary literature. Required of all freshmen in the fall term except as noted under "Core Curriculum."

121, 122. WESTERN WORLD LITERATURE
A two-term course designed to acquaint the student with some of the Western World's literary masterpieces in English translation and a selection of outstanding English and American literary works: readings, discussion, and critical composition. To be taken concurrently with History 121-122. Prerequisite: English 105 or equivalent.

208. CHILDREN'S LITERATURE
A course designed to acquaint students with literature for children, its authors and illustrators. Attention to the criteria for selecting books, stories, and poems to meet basic and individual needs of children. Not to be counted toward the major in English.

220. ADVANCED COMPOSITION
Development of an individual style through practice in effective English usage; study of different types of creative and practical writing with individual instruction and criticism.

221. AMERICAN LITERATURE TO WORLD WAR I
A brief survey of the Colonial Period, followed by attention to such authors as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, and James.

311. INTRODUCTION TO THE STUDY OF LANGUAGE
The history and growth of the English language. The general processes of semantics with some attention to grammar and modern linguistic study.

331. ENGLISH LITERATURE OF THE MIDDLE ENGLISH PERIOD
Emphasis on Chaucer.

332. ENGLISH LITERATURE OF THE ELIZABETHAN PERIOD
Emphasis on Shakespeare.

333. ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY
Special attention to the poetry from Donne through Marvel; emphasis on Milton.

334. ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY
Special attention to the writing and influence of Dryden, Pope, Swift, Johnson, and Boswell.

336. ENGLISH LITERATURE OF THE NINETEENTH CENTURY
Emphasis on the major poets and prose writers, both Romantics and Victorians, as seen against the aesthetic and historical movements of the times.

341. SEMINAR: LITERARY GENRES
Drama (341a) and the Novel (341c) to about 1900 and Literary Criticism (341b), in rotation.

342. SEMINAR: TWENTIETH CENTURY LITERATURE, BRITISH AND AMERICAN
Drama (342a), the Novel (342b), and Poetry (342c), in rotation.

351-352. INDEPENDENT STUDY IN ENGLISH
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in English. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Speech-Theatre

Although a major in Speech-Theatre is not offered, students may elect to concentrate on speech and drama in the department. Within the English major one may take three courses which concentrate on dramatic literature; usually one or more Interim courses each year relate to drama. The following Speech and Theatre courses are also available:

101. FUNDAMENTALS OF COMMUNICATION
Basic communication theory and practice. Recommended as an elective for all students. Prerequisite: English 105.

201. ADVANCED PUBLIC SPEAKING
Development of individual effectiveness and style as a speaker through critical analysis of contemporary public address. Prerequisite: Speech 101 or permission of the instructor.

203. ORAL INTERPRETATION
Practice in the expressive reading of literature to develop insight and personal ability to share it with an audience. Practice in individual reading and lecture recitals.

210. INTRODUCTION TO THEATRE
The scope and significance of the dramatic arts and the modern theatre. Understanding the contributions of the playwright, director, actor, designer, and critic. Lecture-discussion procedure. Student preparation includes attending plays and films and the reading of dramatic literature. Special emphasis given to evaluation of modern theatre in America and its potential for the future.

211. PLAY PRODUCTION: STAGECRAFT
Theory and practice of scenery construction, painting and stage lighting (211a), costume construction, design, and makeup (211b). In rotation.

212. ACTING
Theory and principles of acting. Designed to meet the needs of those directly concerned with theatre production, but valuable also for liberal arts students seeking to make better use of imagination and poise in social or professional situations. Laboratory exercises progress from simple behavior in imaginary situations to acting in cuttings from great dramas.

311. PLAY PRODUCTION: DIRECTING
An advanced course in the theory and practice of play production. Consideration of the director's role in the theatre with specific reference to the selection and analysis of a play, organization procedures, and direction of the actor.

312. HISTORY OF THE THEATRE
A study of the historical evolution of theatre and dramatic literature from the Greeks to Ibsen, the realistic theatre to the Avant Garde. Special emphasis on new dramatic forms, evolution of physical theatres and staging, and personalities of each period. Not restricted to majors.

321. SEMINAR IN SPEECH-THEATRE
Individual research problems in theatre (321a), public address (321b), radio-television (321c), offering extensive reading, discussion, and research. In rotation.

FOREIGN LANGUAGES

ASSOCIATE PROFESSOR CARTLIDGE; ASSISTANT PROFESSOR MARTIN; DR. COLLINS

The study of foreign languages offers an enriching experience in new means of communication and thought and in cultural patterns different from our own. At the same time it involves the acquisition of specific language skills more and more useful in a closely interrelated world. For students majoring in other fields, the study of foreign languages opens the way to broader, more exciting opportunities within a chosen profession.

Major in foreign languages: 10 courses above 101-102 in one language. Maryville offers on its own campus at the present time a complete major only in Spanish. Those who want a major in French should plan to spend the junior year in France, and all students majoring in languages are advised to spend at least one semester in a foreign institution where the particular language is the native tongue. Courses taken in a foreign institution, including courses in such subjects as art, philosophy, and history, will be credited toward the degree from Maryville. In recent years students majoring in foreign languages at Maryville College have studied in Colombia, France, Germany, Mexico, Spain, and Switzerland. Many other opportunities are available, at no greater cost than study in the United States.

The elementary and intermediate foreign language courses stress oral use of the language. The 48-position language laboratory offers the opportunity for listening and speaking practice.

French

101-102. ELEMENTARY FRENCH
Basic speech patterns and grammatical structure.

201-202. INTERMEDIATE FRENCH
Expansion of basic skills with emphasis on reading.

German

Classes arranged upon sufficient demand.

Greek

101-102. ELEMENTARY GREEK
Vocabulary, inflection, syntax; practice in reading and writing Greek.

201-202. READING AND INTERPRETING THE GREEK NEW TESTAMENT
The characteristics of *koine* Greek. Translation and interpretation of selected portions of the Greek New Testament. Elements of textual criticism. Syntactical and lexical studies.

Spanish

101-102. ELEMENTARY SPANISH
Basic speech patterns and grammatical structure.

201-202. INTERMEDIATE SPANISH
Expansion of basic skills with emphasis on reading.

301. CONVERSATION

302. ADVANCED SPANISH GRAMMAR

310. INTRODUCTION TO SPANISH LITERATURE
Selected readings in different genres.

311, 312. SURVEY OF SPANISH LITERATURE
The principal works of Spanish literature from the Middle Ages to the present.

315. LATIN AMERICAN CIVILIZATION AND LITERATURE
A study of the civilizations and contemporary literature of Central and South America. Some of the reading material will be in English. This course is especially designed for majors in other fields.

331. SEMINAR: MODERN SPANISH LITERATURE
Drama (331a), the Novel (331b), and the Short Story (331c), in rotation.

351-352. INDEPENDENT STUDY IN SPANISH
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

HEALTH, PHYSICAL EDUCATION RECREATION, & ATHLETICS

ASSOCIATE PROFESSORS BOROVIAK AND LARGEN; ASSISTANT PROFESSOR HENRY; MS. BROWN, MSSRS. BYRD, DIAL, FICKERT AND SHANNON

Man is most truly human when he plays, and it is his ability to play which reveals his humanity. The world famous psychiatrists Karl and William Menninger note that the person who cannot play is very close to losing touch with reality, and the first sign of a return to wholeness is the interest in play. William Menninger said, "I also wish to point out the fact that the most constructive and beneficial play is something that has to be learned and is not likely to be an accidental ability or an inherited trait." Both the quantity and quality of one's play affect his life in a critical manner; therefore a high level of adult play (ludus) gives physical, mental, and emotional benefits which can be obtained in no other manner.

It is in the light of this concept of ludus that the Physical Education, Recreation and Athletic Programs of Maryville College are formulated. Each program contributes uniquely to both the quantity and quality of the play development of a student, and each program is necessary if all students are to be served. This is especially appropriate in a liberal arts setting where there is concern for the whole person. Physical Education activity classes give opportunity for learning new skills or improving elementary ones; recreational programs (intramurals, club teams, free play) provide a time for all students to use skills already learned, despite the level of attainment; intercollegiate athletics provide the highly skilled, motivated, and competitive student with an environment not found in either class or recreational settings.

The Core Requirement

I. **Health Science (HPER 101)** (Required)
This course is required of all students and should be taken sometime during the freshman or sophomore year. (1 Course Credit)

II. **Aquatics** (Required)
Demonstration of elementary and survival swimming skill is required for all students. A screening test is given to all freshmen during orientation week.

Medical Examination

Proof of a recent medical examination must be presented as the student enters the College. Students should take the initiative in alerting the instructor of any limiting physical condition.

Elective Physical Education Activity Classes

The department offers an elective physical education program for students desiring to develop skills in lifetime leisure activities.

Classes meet three times a week, receiving ½ course credit. Students may take the course either for a letter grade or on an S-U basis. Grades are computed into the student's GPA and no more than two course credits (four activity courses) may be counted toward the graduation requirement.

Course Offerings

Course offerings are dictated by student interests; therefore, all courses are not offered every year. Students should indicate particular interests to the department chairman. All classes are offered on a co-ed basis.

Aquatics

106. Elementary Swimming
107. Intermediate Swimming
108. Advanced Swimming
109. ARC Advanced Life Saving
110. Water Safety Instructor (Prerequisite 109)

Dance

116. Folk Dance
118. Modern Dance
121. Social Dance

Team Sports

126. Basketball
128. Field Hockey
129. Soccer
131. Softball
133. Volleyball

Lifetime and Individual Sports

141. Archery
144. Badminton—Elementary
145. Badminton—Intermediate
147. Bowling—Elementary
148. Bowling—Intermediate
150. Fencing
153. Golf—Elementary
* 154. Golf—Intermediate
155. Gymnastics I
156. Gymnastics II
160. Handball—Elementary
161. Handball—Intermediate
163. Racquetball—Elementary
164. Racquetball—Intermediate
166. Tennis—Elementary
167. Tennis—Intermediate
169. Tumbling
170. Weight Training and Figure Control
* 171. Snow Skiing
* 180. Camping and Outdoor Education

*Additional fee required.

140 Aerobics

PROFESSIONAL PROGRAMS

The department offers majors in Physical Education and in Recreation.

Physical Education Teacher Certification

Major in Physical Education: 10 courses above the 100 Series, including HPER 021, 218, 219, 221, 331, 334, 341a, 351-352, and 445. Related courses required for this major are Math 101*, 102, or 208, 209, Chemistry 201; and Biology 401.

For Teacher Certification Requirements, see description in Education section.

* If student is exempted from Math 101, then Math 102 and 103 or 208 and 209 may be taker to fulfill the core requirement.

Recreation and Leisure Education

Major Requirements: 10 courses above 102, including HPER 211a or b, 221, 331, 335, 341b, 351-352, and Internship 337. Required related courses include Psychology 201, 321, Sociology 201, Art 208, Economics 302, and Speech 101, if needed.

Students interested in specialized areas such as Commercial Recreation, Industrial Recreation, Church Recreation, Camping and Outdoor Education, or Recreation for the Handicapped or Disadvantaged should consider developing an Individualized Major.

Individualized Physical Education Major for Exercise Therapy, Rehabilitation, and Pre-Physical Therapy

This course of study is for persons interested in working as exercise leaders in activity programs of prevention, intervention, and cardiac rehabilitation. This program would permit graduates to be employed as exercise leaders in hospitals, private clinics, and Y.M.C.A.s or to pursue graduate work in physical therapy, exercise therapy, and/or occupational therapy.

Required Courses (above the 100-level) include HPER 211a or b, 219, 221, 341, 350, 351-352, and 445. Related courses required for this major will be from the areas of Chemistry, Physics, Biology, Psychology, and Mathematics depending upon the student's background and career interest.

Athletic Coaching Concentration

The program is designed for students not majoring in Physical Education who are interested in athletic coaching. Emphasis is given to providing a basis upon which a coaching career may be established. Those completing requirements will receive a certificate of coaching which will be recorded on their permanent record.

Required courses: 3 courses including HPER 211b, 233, and 334.

Interested students desiring to integrate this area of concentration with their major, see department chairman.

021-2-3. SPORTS SKILL PERFORMANCE LAB

101. HEALTH SCIENCE

This course is designed to provide students with knowledge of themselves and the environment as it relates to their own physical, mental, and emotional health. Fundamentals of physical fitness are introduced as a continuum of health concepts in the classroom with practical sessions in the laboratory and gymnasium. Certification in cardio-pulmonary resuscitation is also offered as a part of this course.

102. INTRODUCTION TO PHYSICAL EDUCATION AND RECREATION

A study of the meaning of play and leisure in the life and culture of man with emphasis on historical and philosophical foundations, aims and objectives, and agencies and programs dealing with play and leisure.

211a. STANDARD FIRST AID AND PERSONAL SAFETY

A course designed to promote safety consciousness and to provide competence in first aid knowledge and technique, culminating in standard first aid certification.

211b. SPORTS MEDICINE AND ATHLETIC TRAINING

The course is designed to study the various aspects of sports medicine and its application to athletic coaching. Emphasis will be given to the preventive aspect of athletic training and conditioning. Sophomore standing is a prerequisite.

218. PRINCIPLES AND CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION

Principles of physical education are discussed as they relate to development of and justification of programs in elementary and secondary schools Current practices and innovations in curriculum are studied with practical experience available.

219. ANATOMY AND STRUCTURAL KINESIOLOGY

An in-depth study of the human anatomy and its component systems with special emphasis on joint-muscle function relative to movement. Dissection. Laboratory required. To be taken before Biology 401.

221. SPECIAL PHYSICAL EDUCATION, RECREATION, AND MOTOR LEARNING

This course is designed to give the student an understanding of various handicapping conditions along with appropriate adaptive/corrective/developmental programs of physical education and recreation. Study also involves discussions in motor learning. Practicum and laboratory required.

233. ATHLETIC COACHING

Analysis and study of the coaching profession; financial, philosophical, policy determination, programming, psychological, social, and other related areas. Practicum required.

331. LEADERSHIP IN ACTIVITIES: ELEMENTARY AGE LEVEL

Attention to developing leadership in play activities appropriate to the elementary age child. Practicum required. Prerequisite 218.

345 Exercise Physiology

334. FUNCTIONAL ADMINISTRATION IN PHYSICAL EDUCATION PROGRAMS
The course of study will focus upon the role of management in Physical Education programs in grades K through 12.

335. PHILOSOPHY, ORGANIZATION, ADMINISTRATION OF RECREATION AND LEISURE-SERVING AGENCIES
Attention to developing a philosophy of recreation and leisure. Study of organization and administration of programs found in leisure serving agencies. Understanding policies, practices, procedures of administering recreation and leisure programs.

336. METHODS AND MATERIALS OF INDIVIDUAL, DUAL, AND TEAM SPORTS
The course of study is directed toward teaching methodology in Physical Education. The course is to be completed in three consecutive terms. Prerequisite 218.

337-8-9. INTERNSHIP IN RECREATION
A field experience with agencies involved in recreation and leisure type programs. One term (3 course credits). Prerequisite: 331, 336.

341. SEMINAR (alternating topics)
(a) Measurement and Evaluation in Physical Education. Study is directed toward the use of basic statistical procedures and their application to the evaluation of programs in physical education, test construction, and professional research.
(b) Program Planning in Recreation. A study of the program fields in recreation in relation to programming principles, planning objectives, structural organization purposes and values of types of activities, and program evaluation. Practicum required.

351-352. INDEPENDENT STUDY IN PHYSICAL EDUCATION OR RECREATION
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

445. PHYSIOLOGY OF EXERCISE AND KINESIOLOGY
A study into the functions of the body in muscular work; physiological aspects of fatigue, training, physical fitness and the mechanical principles governing human motion. Prerequisite: Biology 401.

HISTORY

PROFESSORS PERKINS AND WALKER; ASSOCIATE PROFESSORS KRATZ, LEWIS AND PARKER

History is a humanistic discipline. The study of history aids the student in achieving a sense of perspective and in gaining a view of man in his complexity. It offers a release from presentism through exposure to other epochs and other cultures. The major program in history at Maryville College provides a basis for graduate study or for secondary school teaching as well as serving as a valid preparatory major for law, the ministry, journalism and library or public service.

Major in history: 10 courses above 121-122, including 211, 212, 221, 222, 310 or 313, 321, 332, 351-352. Three related courses are required for a major in history. Ordinarily these will be chosen from the following: Economics 201, English 221, Philosophy 201, 202, Political Science 201, Sociology 201. We are flexible, and students with proper rationale may make substitutions with Departmental permission. French is recommended to fulfill the language requirement, although another language will be accepted.

121. HISTORY OF WESTERN CIVILIZATION
A survey of institutions, science, thought, and culture of Western civilization to 1648. To be taken concurrently with English 121.

122. HISTORY OF WESTERN CIVILIZATION
A survey of institutions, science, thought, and culture of Western civilization from 1648 to the present. To be taken concurrently with English 122.

208. FOUNDATIONS OF EDUCATION
Historical, philosophic, and social foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with Education 208. Not to be counted toward a major in history.

211, 212. ENGLISH HISTORY
Political, economic, social, and cultural development of British civilization from the beginning to 1945.

221. HISTORY OF THE UNITED STATES TO 1865
Emphasis on the colonial experience, struggle for independence, federal period, trans-continental experience, and the North-South struggle.

222. HISTORY OF THE UNITED STATES SINCE 1865.
Emphasis in industrialism and its consequences and the emergence of the United States as a world power.

310. SEMINAR: ANCIENT HISTORY (GREEK OR ROMAN)
Concentration 1978-79: Roman History—Investigation of the rise to world power of a pioneer city state and its subsequent transformation. Concentration 1979-80: Greek History—Search for freedom, Minoan through the Hellenistic Age.

313. MEDIEVAL EUROPEAN HISTORY
Search for Community: European genesis in the decaying Roman Empire. Attempts at socio-economic syntheses under the auspices of the Church, Empire, Feudal Institutions, and Nation State.

321. THE EUROPEAN WORLD SINCE 1900
Study of political, economic, social, and cultural development of European society and states from 1900. Course will focus on the two World Wars, Depression, Fascism, Communism, and the collapse of European colonialism.

331. AMERICAN HISTORY SEMINAR
A course for which the subject matter will change from year to year. Topic for 1978-79: U.S. Intellectual History.

332. MODERN EUROPEAN SEMINAR
An advanced course for which the subject matter will change from year to year, alternating between the Renaissance-Reformation and the French Revolution-19th Century European World. Focus 1978-79: French Revolution and 19th Century European World.

333. SEMINAR: AREAS OF CURRENT CONCERN IN HISTORICAL PERSPECTIVE
A course whose content will vary from year to year, focusing on world problem areas in historical perspective. (Not one of the 10-course major sequence.) Focus 1978-79: Socialism and Communism in Historical Perspective.

351-352. INDEPENDENT STUDY IN HISTORY
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

INTERPRETER TRAINING

PROFESSOR WATERS; MR. ASHMORE, MISS GRIFFIN, MRS. YOUNG

A major in interpreter training is designed to prepare students for a profession of interpreting for hearing impaired individuals. These skills are useful in communicating with the hearing impaired in such areas as education, religion, counseling, and psychotherapy. Upon completion of the major, the student should be prepared for one or more levels of certification by the Registry of Interpreters for the Deaf.

The major in interpreting will include American Sign Language 101, 102, 103; Interpreting 201, 202, 203; Practicums 343a, 343b; Independent Study 351-352. In addition the student will include the following courses as related courses: Psychology 201, 306, 307, 333, 321, and 331.

101. AMERICAN SIGN LANGUAGE
The manual language used by most American hearing impaired adults and the basic language from which educational sign systems evolve. The basic structure of the language, the development of visual and conceptual skills, and mime are combined as the introduction to basic signing skills.

102. AMERICAN SIGN LANGUAGE
The expansion of sign language vocabulary and usage skills in addition to acquiring skills in fingerspelling. The use of English idioms and the ability to express those idioms in sign language, develop and expand conceptual thinking as related to correct communication.

103. AMERICAN SIGN LANGUAGE
The study of idioms used in conversation by hearing impaired people using sign language. These idioms will be incorporated to expand vocabulary which permits more complete comprehension and communication.

201. INTERPRETING
A survey course introducing the student to the six major areas of interpreting, the various systems of signing, ethics, and some laboratory type interpreting experiences. Prerequisite: American Sign Language 103 or permission of the instructor.

202. INTERPRETING
Laboratory type classes with some lecturing. Students will interpret from audio cassette tapes for the purpose of refining skills in the area of interpreting and transliterating. Video tape equipment is used for both expressive and receptive skills training. Prerequisite: Interpreting 201.

203. INTERPRETING
A course in developing skills in verbalizing passages presented in sign language through the use of films, video tapes, and/or individuals. Students must have individually owned cassette recorder/players (audio). Laboratory fee: $35.

343a. PRACTICUM
The student will observe a variety of interpreters in different types of situations with a written report due at the end of the term. (Students are responsible for their own transportation to and from interpreting assignments during practicums.)

343b. PRACTICUM
The student will select one area in which the term will be spent actually interpreting.

346. INTERPRETING
Seminar: Selected topics related to interpreting.

351-352. INDEPENDENT STUDY
Independent research is required of all majors. With the guidance of a faculty advisor, each student is expected to design and carry out a unit of research in an area of his or her choice and to record the results in a formal paper.

The following courses in psychology have been especially designed for the major in interpreter training:

306. INTRODUCTION TO AUDIOLOGY
Attention to the anatomical features of the ear and the physiology of hearing. Special attention is given to various types of auditory pathology, etiologies, and habilitation. Audiometric testing procedures are reviewed with students obtaining practical experience in auditory evaluation.

307. DYNAMICS OF DEAFNESS
A study of the psychological effects of deafness including the emotional development of the hearing-impaired child. The acquisition and use of language is emphasized in the course. Prerequisite: Psychology 306.

MATHEMATICS & PHYSICS

ASSOCIATE PROFESSORS DENT AND NICHOLS; ASSISTANT PROFESSOR YAGER; MR. FOWLER

Mathematics

Major in mathematics. Mathematics 103, 201, 203, 301, 302, 303, 351-352, 401, 402. Related courses required for the major in mathematics: Physics 201, 202, and Computer Science 218, 219. French or German is recommended for students planning to attend graduate school.

99. FUNDAMENTALS (non-credit)
Review of basic algebraic skills. Signed numbers, fractions, factoring, exponents, linear equations, quadratic equations, inequalities, and absolute values. Required of all students who lack an entrance credit in algebra. Required as a prerequisite for any mathematics course for those whose performance on the mathematics placement examination is not acceptable.

101. INTRODUCTION TO MATHEMATICAL ANALYSIS
Algebra, functions, set theory, trigonometry, and analytic geometry. Not required as a prerequisite for Mathematics 102 if the student has three units of mathematics including trigonometry, a superior high school record, and a high score on the mathematics placement examination.

102. CALCULUS I
Limits, the derivative and its applications, integration. Prerequisite: Mathematics 101 or permission of the department.

103. CALCULUS II
Integration, the definite integral and its applications, transcendental functions, techniques of integration. Prerequisite: Mathematics 102.

201. CALCULUS III
Solid analytic geometry, vectors, infinite series, partial differentiation, and multiple integration. Prerequisite: Mathematics 103.

203. DIFFERENTIAL EQUATIONS
Equations of order one, elementary applications, linear differential equations, linear equations with constant coefficients, non-homogenous equations, variation of parameters.

206. MATHEMATICS FOR ELEMENTARY TEACHERS I
Structure of the number system, algebra, geometry. Material designed to meet the needs of students in elementary education.

207. MATHEMATICS FOR ELEMENTARY TEACHERS II
Continuation of Mathematics 206. Prerequisite: Mathematics 206.

208. INTRODUCTION TO FINITE MATHEMATICS
Sets, probability, vectors, matrices, convex sets, and linear programming.

209. STATISTICS
Frequency distributions, averages, correlation, regression, testing hypotheses, chi square, ANOV. This course is designed for students in biology, psychology, or the social sciences. Prerequisite: Mathematics 208 or permission of the department.

301. LINEAR ALGEBRA
Linear equations, vector spaces, linear transformations, determinants and matrices.

302. MODERN ALGEBRA
Introduction to abstract algebra, groups, rings, integral domains, fields.

303. SELECTED TOPICS IN MATHEMATICS
A junior-senior level course for which the subject matter will change from year to year. Topics will be chosen from geometry, probability and statistics, theory of numbers, topology, and numerical analysis.

351-352. INDEPENDENT STUDY IN MATHEMATICS
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Topics are usually chosen from the following fields: Number Theory, Partial Differential Equations, Complex Variables, Topology, Probability and Statistics, Geometry, or other topics approved by the department.

401. REAL ANALYSIS
Theory of limits, continuity, differentiation, integration, sequences and series. Prerequisite: Mathematics 201.

402. COMPLEX ANALYSIS
Complex numbers, limits, continuity, analytic functions, power series. Prerequisite: Mathematics 401.

Physics

Major in physics: Physics 201, 202, 301, 302, 311, 312, 351-352. Related courses required for the major in physics: Mathematics 103, 201, 203, 301; Chemistry 201a, 202, 323, 411; Computer Science 219. The requirement in foreign language may be met with German or French. Any freshman who thinks he or she will major in physics (or any of the sciences) must begin his or her mathematics fall term of the freshman year.

79-80 Adv. Linear Algebra

201. PHYSICS OF MOTION AND HEAT
A study of Newton's laws of motion, laws of conservation of energy and momentum, physical properties of matter, and heat. Laboratory exercise to demonstrate the principles being studied. Prerequisite: Mathematics 103.

202. PHYSICS OF OSCILLATIONS AND ELECTRICITY
A study of oscillations, sound, light, geometric optics, electricity, magnetism, and DC and AC circuits. Laboratory exercise to demonstrate principles being studied. Prerequisite: Mathematics 103.

301. THEORETICAL MECHANICS I
A study of particles and rigid body dynamics, free and forced oscillation, and central force fields. Prerequisite: Physics 201 and Mathematics 201.

302. THEORETICAL MECHANICS II
Continuation of the study of classical Newtonian mechanics and introduction of the concepts of Lagrange and Hamilton. Prerequisite: Physics 301.

311. INTRODUCTION TO MODERN ELECTRONICS
A study of circuits, currents, voltages to gain a basic understanding of modern integrated circuits. The student will learn how to use these integrated circuits to amplify, to detect, to read out, and to create signals. Prerequisite: Mathematics 101 or a good high school background in algebra and trigonometry.

312. ELECTROMAGNETICS
A comprehensive study of electrostatics and magnetostatics, including Gauss' Law and Ampere's Circuit Law. Also, an introduction to electromagnetic radiation from moving charges based upon Maxwell's equations. Prerequisite: Physics 202 and Mathematics 203.

351-352. INDEPENDENT STUDY IN PHYSICS
Independent research required of all majors. Each student is expected to design and carry out a unit of research in an area of his or her choice and to record the results in a paper prepared as for publication in a scientific journal.

Computer Science

Although a major in computer science is not offered, the following courses are taught: Computer Science 218, 219, 351-352.

218. PROGRAMMING IN BASIC
The operation of a digital computer and programming techniques in BASIC. The problems will be interdisciplinary; thus the course should be of interest to any student, although emphasis will be on problems in the social and natural sciences.

219. NUMERICAL ANALYSIS WITH FORTRAN
A study of numerical methods as applied to solutions of differential equations, matrices, series approximations, integration, and curve fitting using a digital computer and FORTRAN. No prior knowledge of FORTRAN language is necessary, but a knowledge of programming techniques is assumed. Prerequisites: Mathematics 203 and Computer Science 218.

MUSIC

PROFESSORS BLOY AND HARTER; ASSOCIATE PROFESSOR S. SCHOEN; ASSISTANT PROFESSORS AHMAD, BONHAM AND V. SCHOEN; MESSRS. KETCHERSIDE AND TALIAFERRO-JONES

The curriculum in music follows the requirements of the National Association of Schools of Music, of which the College is an institutional member.

Graduation requirements for the major in music (Bachelor of Music and Bachelor of Arts degrees) include: Music 201-204, 311-314, 351-352; private and/or class applied music each term as arranged with the music faculty, and participation each term in an official music organization. All majors must audition at time of registration to determine level of keyboard pro-

ficiency. Those deficient must enroll in class piano (Music 021c) every term until the proficiency examination is passed. Piano proficiency must be satisfactorily completed before entering Music 351. Students deficient in fundamental aural and visual comprehension of notation, meter, intervals, and scales must take Introduction to Keyboard and Theoretical Skills 020c as a prerequisite to Music 201.

Bachelor of Music degree students major in either Music Education, Church Music, or Applied Music, including composition, guitar, harpsichord, organ, piano, voice, or a string, brass, percussion, or woodwind instrument.

Half and full recitals are required of Applied Music majors; a half recital is required of Church Music and Music Education majors in the senior year. Music course requirements are completed with from nine to 12 courses in Performance Studies, which include applied lessons, ear training, orchestration, conducting, literature, and pedagogy. At least 10 courses outside the field of music are required: Freshman Inquiry; English 105; Non-Western Studies 301; Fine Arts 201 (or one course in Art or Speech-Theatre 210, 211, 212, or 311); Religion 201, 212 or 221; one course each in English Literature, History, or Social Science, and Science or Mathematics; and two or three courses outside the field of music. Four additional courses are elected by the Applied Music major.

Students majoring in Music Education, which includes teacher certification, will take courses related to student teaching to fulfill degree requirements. The following courses are to be completed: Psychology 201; Education 208, 211, 301, 303, 331, 332 and 334; Music 307; and one additional course each in natural sciences and social studies. The Church Music major includes Music 305 and three terms of internship in church music with applied emphasis in either voice or organ; and two additional courses in Religion.

Bachelor of Arts degree students majoring in music study in the areas of Music Theory (courses 201, 202, 203, and 204), Music History and Styles (courses 311, 312, 313, and 314), Church Music (course 305) and Applied Music. Music 350 is required and at least two related courses are recommended, one in Speech-Theatre and one in Art. The core requirement in foreign language may be met with any modern language.

Music Therapy is a field which is attractive to many students. Those interested in this profession should follow the Bachelor of Music degree program in Music Education which provides pre-professional training. The interim may be used for actual experience in a local hospital.

201. BASIC STRUCTURES OF MUSIC AND ELEMENTARY COUNTERPOINT

The aural and visual comprehension of musical elements and their application. Fundamentals, basic melody, decorative pitches, developmental processes in melody writing, voices in combination, and chord structure. No prerequisite.

202. INTERMEDIATE PART-WRITING

Continuation of Music 201. Four-voice homophonic texture, functional chords and the dominant seventh, inversions, two- and three-part form, secondary dominants, and modulation.

203. ADVANCED COUNTERPOINT

Continuation of Music 202. Nondominant sevenths, embellishing diminished chords, Neapolitan and augmented sixth chords, invention, and fugue.

204. ADVANCED HARMONY

Continuation of Music 203. Chorale Prelude, Variations, and Sonata-allegro forms; ninth, eleventh, and thirteenth chords; foreign modulation; twentieth-century melody, harmony, and tonality.

305. CHURCH MUSIC

A study of the worship of the church, its background, the various corporate expressions, and their music. Offered 1978-79 and alternate years.

306. ELEMENTARY SCHOOL MUSIC FOR ELEMENTARY EDUCATION MAJORS

A course in music for classroom teachers based on participation in singing, listening, rhythmic, instrumental, and creative activities. No prerequisite.

307. METHODS AND MATERIALS IN MUSIC, GRADES 1-12
A study of methods and materials for general vocal and instrumental music classes. Prerequisite: Education 211.

311. MUSIC HISTORY AND STYLES: ANTIQUITY THROUGH THE 16th CENTURY
A study of Western music and musicians in historical sequence, with emphasis on musical trends and styles; bibliography, independent research, and analysis. No prerequisite.

312. MUSIC HISTORY AND STYLES: 17th AND 18th CENTURIES
Continuation of Music 311.

313. MUSIC HISTORY AND STYLES: 19th CENTURY
Continuation of Music 312.

314. MUSIC HISTORY AND STYLES: 20th CENTURY
Continuation of Music 313.

350. INDIVIDUAL STUDY IN MUSIC
An advanced individual study course. The subject matter is variable according to the needs of the student.

351-352. INDEPENDENT STUDY IN MUSIC
Individual study, with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Applied Music

A student may take either one half-hour lesson per week or two half-hour lessons per week, which, at the discretion of the teacher, may be given in a one-hour lesson. Registration in the fall includes the 10-week term, and optional continuation of study, with permission of the instructor, during the three-week interim term. The second registration covers the winter and spring terms. Registration for a single 10-week term is permitted by approval of the music faculty. Registration for applied music is permitted only upon completion of a satisfactory audition.

Class instruction is in group lessons meeting two periods per week. Registration for class instruction may be made for only each 10-week term offered.

Auditions for placement in applied music (private or class) must be taken at the time of entrance for new students, and at pre-registration for others.

Students majoring in other fields may elect to study applied music in addition to the normal three-course load and upon meeting audition requirements before registering.

Ensemble Courses in Band, Choir, and Orchestra

One elective course credit will be given for each full year of participation after one year of apprenticeship in band, choir, or orchestra. The total credit is not to exceed two courses and is to be in addition to the 40 courses required for graduation. A student may receive credit for one year of band and one year of orchestra (or other combinations) provided he or she has served one year apprenticeship in each organization.

141, 241, 341, 441 (a,b,c) Band
142, 242, 342, 442 (a,b,c) Choir
143, 243, 343, 443 (a,b,c) Orchestra

Private Applied Music

One or two lessons weekly throughout the school year.

a. For **music majors** with concentration in any chosen applied area, the requirement is three to four years of study emphasizing the establishment of good technique and the learning of a repertoire with a balanced representation of all types of literature for any applied area. Performance on student recitals and jury examinations are required.

b. For all other students who elect private study in any chosen applied area, the requirement is the development of a basic technique and a serviceable ability to express oneself musically through the chosen applied area. Performance in repertoire class each term and jury examinations are required.

Areas of Private Applied Study

Composition

Development of basic techniques in the structure and craft of musical composition. Writing in all

forms according to the individual abilities. Music 202 prerequisite.

Conducting

Limited to students who have completed 321b and 322b, or by approval of the instructor. Advanced score reading, conducting and rehearsal techniques. Practical application to include conducting a major ensemble in performance.

Guitar

Proper foundation for right and left hand techniques. Emphasis on classical etudes and tone production. Repertoire ranging from early lute music to contemporary guitar compositions.

Harp

Basic harp technique, including hand and body position, fingering, arpeggios, and glissandos. Repertoire will emphasize folk tunes and classical transcriptions as well as harp literature from simple to more difficult, as the student progresses.

Harpsichord

Manual techniques and principles of registration. Study of ornamention, phrasing, and various tonal attacks. Repertoire to include recitative and aria accompaniment style in such works as Handel's *Messiah* and other works as specified by the instructor.

Organ

Manual and pedal technique, proficiency in contrapuntal style, and fundamental principles of registration. A minimum standard repertoire specified by the instructor, covering representative styles. Accompanying of hymns, anthems, service music, and soloists.

Percussion

Studies in Snare Drum, Tympani, and Mallet instruments, including solo and orchestral literature. A minimum standard repertoire covering representative styles, specified by the instructor.

Piano

Proficiency in all major and minor scales and basic keyboard techniques, pedaling, tone production and phrasing, selected etudes, and a minimum standard repertoire. Accompanying experience.

String Instruments (Violin, Viola, Cello, Double Bass)

Selected studies adapted to the individual needs of the student. A minimum standard repertoire for solo and orchestral media covering representative styles, specified by the instructor.

Voice

Development and control of the mechanism, tone building, controlled breathing, and the physical activity of singing. A minimum standard repertoire specified by the instructor, covering representative styles.

Wind Instruments (Brasses, Woodwinds)

Basic fundamentals and techniques in study methods for the particular instrument. A minimum standard repertoire in solo and orchestral media, covering representative styles, specified by the instructor.

Performance Studies

Performance Studies courses consist of three components, each receiving a separate grade.

First Year

121. PERFORMANCE STUDIES:
- 121a. Private Applied (2 lessons)
- 121b. Musicianship

122. PERFORMANCE STUDIES:
- 122a. Private Applied (2 lessons)
- 122b. Rhythm I

123. PERFORMANCE STUDIES:
- 123a. Private Applied (2 lessons)
- 123b. Rhythm II

Second Year

221. PERFORMANCE STUDIES:
- 221a. Private Applied (1 or 2 lessons)
- 221b. Orchestration I
- * 221c. Class Strings I

222. PERFORMANCE STUDIES:
- 222a. Private Applied (1 or 2 lessons)
- 222b. Orchestration II
- * 222c. Class Strings II

223. PERFORMANCE STUDIES:
- 223a. Private Applied (1 or 2 lessons)
- 223b. Advanced Ear Training
- * 223c. Class Brass

Third Year

321. PERFORMANCE STUDIES:
- 321a. Private Applied (1 or 2 lessons)
- 321b. Conducting I
- * 321c. Class Woodwinds I

322. PERFORMANCE STUDIES:
322a. Private Applied (1 or 2 lessons)
322b. Conducting II
* 322c. Class Woodwinds II

323. PERFORMANCE STUDIES:
323a. Private Applied (1 or 2 lessons)
323b. Introduction to 16th Century Counterpoint
* 323c. Pedagogy
* 423c. Class Percussion

Fourth Year

421. PERFORMANCE STUDIES:
421a. Private Applied (1 or 2 lessons)
421b. Senior Seminar I

422. PERFORMANCE STUDIES:
422a. Private Applied (1 or 2 lessons)
422b. Senior Seminar II

423. PERFORMANCE STUDIES:
423a. Private Applied (1 or 2 lessons)
423b. Senior Seminar III

*Required for Music Education majors only in partial fulfillment of teacher certification.

Additional information with seminar and class applied music descriptions is available from the fine arts department office.

There may be, under special circumstances, instances when it is advantageous for a student to take private advanced lessons with off-campus instructors, and this may be done after consultation with and approval of the chairman of the department. Arrangements for such lessons, payment of fees, and any necessary transportation must be the responsibility of the student.

PREPARATORY MUSIC STUDY

The following music studies are taught through the Preparatory School for the Arts.

020c. INTRODUCTION TO KEYBOARD AND THEORETICAL SKILLS

Classes in aural and visual comprehension of notation, meter, intervals, and scales in preparation for Music 201.

021c. CLASS PIANO

Class applied lessons in piano provide fundamentals of musicianship and the basic keyboard skills required to pass the piano proficiency examinations.

021a. PRIVATE PIANO (NON-CREDIT)

Under certain circumstances, private piano (non-credit) may be taken in place of class piano, but only by permission of the instructor.

Course Recognition for Applied Music

For Applied Music and Music Education majors in the Bachelor of Music degree, course recognition is given each term for two private lessons per week, or one private lesson per week plus one class applied area. Performance Studies seminars are an integral part of the applied study.

For Music majors in the Bachelor of Arts degree, course recognition for both class and private applied music study, beginning at a specified level of proficiency, is given as follows:

a. Two lessons per week for a full year in a given private applied music area is equivalent to one course.

b. One lesson per week in a given private applied music area plus one class applied music area for a full year is equivalent to one course. No more than one course is recognized for each year at the sophomore and junior level; no more than two courses are recognized in the senior year.

Students not majoring in music may take applied music as electives toward graduation requirements in the following manner.

a. One course recognition will be given per year for either one half-hour lesson per week in each of two performing areas, or two half-hour lessons per week in one performing area.

b. One course recognition will be given at the end of two years for continuous study of one half-hour lesson per week. The performing area may be divided with a minimum of one year's continuous study in each of two media. Course recognition for study begins when college level has been achieved. This excludes beginners. Freshmen may receive course recognition in the same manner as upperclassmen.

c. One course recognition will be given for Introduction to Keyboard and Theoretical Skills 020c and five consecutive 10-week terms of study of one half-hour lesson per week.

124, 224, 324, 424. PRIVATE APPLIED MUSIC

Maryville College has a Preparatory School for the Arts, for which there is a separate catalog.

POLITICAL SCIENCE

PROFESSOR ANDERSON; MR. HOWARD

A major in political science enables the student to prepare for several fields of endeavor, including law, teaching, public management, diplomacy, journalism, and graduate school, to name a few. Although the requirements for a major in political science can be adjusted to individual needs, one would generally complete the following courses in the department: 201, 301 (if one fulfills the language-mathematics core requirement with a language), 311, 312, 321, or 322, 341, 342, and 351-352. Requirements in related fields are: Economics 201, Psychology 201 or Sociology 201, and Mathematics 207-208 if mathematics is used to fulfill the language-mathematics core requirement. Additional related courses may be designated as deemed appropriate to one's career goals.

201. AMERICAN GOVERNMENT AND POLITICS

The major institutions of policy-making in national, state, and local government, including the changing relationships among these three levels of government.

301. METHODS OF SOCIAL RESEARCH

A review of social research methods, emphasizing basic research designs, data collection techniques, sampling, and the analysis, presentation, and interpretation of data; with field or laboratory experience. Identical with Sociology 301.

302. MANAGEMENT

An introduction to the advancing arts and techniques of management in both governmental and private (especially business) institutions, with attention to practical situations encountered in small and medium as well as large organizations. Identical with Economics 302.

311. COMPARATIVE GOVERNMENT AND POLITICS

A comprehensive comparative study of political systems with primary attention given to the Western nations.

312. INTERNATIONAL POLITICS

Fundamental concepts of international politics and the major characteristics of the international political system, including limited consideration of international law and organization.

321. AMERICAN POLITICAL PROCESSES

Analysis of the organization and function of political parties, interest groups, and public opinion in American politics (321a). Analysis of the organization and function of the executive and legislative processes in American politics (321b). Prerequisite: Political Science 201 or permission of the instructor.

322. AMERICAN CONSTITUTIONAL LAW

Examination of the constitutional powers, responsibilities, and limitations of national and state government (322a). Examination of civil rights and civil liberties under the Constitution (322b). Prerequisite: Political Science 201 or permission of the instructor.

341. POLITICAL THOUGHT

Comprehensive study of issues in political thought from the perspectives of normative and empirical political theory. European Political Theory 341a. American Political Theory 341b. Prerequisites: Political Science 201 or History 221 or History 222 or permission of the instructor.

*342. SEMINAR: SELECTED TOPICS IN POLITICAL SCIENCE

351-352. INDEPENDENT STUDY IN POLITICAL SCIENCE

Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

1979-80 - Soviet Politics

PSYCHOLOGY

PROFESSOR WATERS; ASSISTANT PROFESSOR POLLIO; DR. PICKENS

Major in psychology: 10 courses, including 201, 312, 313, 351-352. Related courses required for the major in psychology: Biology 201, Mathematics 208 and 209. The requirement in foreign language may be taken in French, German, or Spanish.

Students who choose the practicum series, Psychology 343 a,b,c,d, must complete the prerequisites, Psychology 201, 211, 313, and 334, as well as Educational Psychology 211, during the sophomore and junior years. They may begin the practicum series the spring term of the junior year and continue each term of the senior year. Each practicum experience carries a one-half course credit. Maximum credit for the practicum experience is two courses when the student takes all four sections of Psychology 343. Psychology 343 a,b,c,d is an elective series and therefore is not considered a part of the 10-course requirement for the major in Psychology.

201. INTRODUCTORY PSYCHOLOGY

Fundamental principles of human behavior. Attention to the aims and methods of psychology, maturation and development, motivation, emotion, learning, perception, personality and behavior disorders.

211. CHILD DEVELOPMENT

Growth and development of the child from birth to maturity. Physical, intellectual, social, and emotional aspects of growth are considered as they relate to various stages of maturity. Prerequisite: Psychology 201.

301. THEORIES OF PERSONALITY

A survey of the major theoretical approaches to personality. Provides the student with an understanding of the role of personality theory and research in the field of psychology. Prerequisite: Psychology 201.

306. INTRODUCTION TO AUDIOLOGY

Attention to the anatomical features of the ear and the physiology of hearing. Special attention is given to various types of auditory pathology, etiologies, and habilitation. Audiometric testing procedures are reviewed with students obtaining practical experience in auditory evaluation. Not to be counted toward a major in psychology.

307. PSYCHOLOGY OF DEAFNESS

A study of the psychological effects of deafness including the emotional development of the hearing impaired child. The acquisition and use of language is emphasized in the course. Prerequisite: Psychology 306. Not to be counted toward a major in psychology.

312. EXPERIMENTAL PSYCHOLOGY

Methodological approach with a procedural orientation to psychological investigation. Although concentrating on methodology, attention is directed to such content areas as structure and function of the nervous system, sensation, perception, and emotion. Prerequisite: Psychology 201, Mathematics 209.

313. PSYCHOLOGY OF LEARNING

The basic principles and theories of learning. Special emphasis will be given to empirical laws and controlled studies which illustrate these laws. Laboratory practice. Prerequisite: Psychology 201, Mathematics 209.

321. SOCIAL PSYCHOLOGY

Interaction of individuals in social situations considering the human social animal from infant to death. Attitudes, values, beliefs, perceptions, conformity, power, and leadership are some of the major topics to be studied. Prerequisite: Psychology 201.

331. ABNORMAL PSYCHOLOGY

A psychological approach to behavioral deviation. Attention given to the causes, symptoms, treatment, and prevention of psychoses, neuroses, and mental deficiency. Prerequisite: Psychology 201.

333. COUNSELING

Study of counseling techniques in such settings as the school, industry, and the clinic. Special emphasis on psychological testing procedures and interviewing. Prerequisite: Psychology 201.

334. EXCEPTIONAL CHILDREN

A course designed to examine different categories of exceptionality, including those children with special abilities as well as disabilities. Offers opportunities to develop skills in diagnosis, curriculum development, methods, and materials needed with exceptional children. Practical experience with exceptional children will be included. Prerequisites: Psychology 201, 211, 331; Education 211.

342. SEMINAR: SELECTED TOPICS IN PSYCHOLOGY

343. a,b,c,d. PRACTICUM IN PSYCHOLOGICAL SERVICES

Supervised practical experience during the senior year (may begin the spring term of the junior year) with the Learning Center on campus or with some other agency offering Psychological services in the local area. Prerequisite: Psychology 201, 211, 313, 334, Educational Psychology 211 (may be waived with approval).

351-352. INDEPENDENT STUDY IN PSYCHOLOGY

Individual study, with the guidance of a faculty supervisor, generally involving a laboratory or field research problem and a scientific paper reporting the results.

RELIGION & PHILOSOPHY

ASSOCIATE PROFESSORS CARTLIDGE AND FOWLER

There are many ways to approach human religious expression: each of the liberal arts and sciences contributes insights and methods to religious studies. In addition to the contributions of other disciplines, the academic study of religion has developed its own manner of study.

A major in religion touches virtually every aspect of human existence. Religious studies are conducted through the media of literature and other arts, social institutions, historical settings, and psychology. The major, however, centers on the unique and powerful aspects of the study of religion as religion.

The major in religion requires 10 courses in religion and philosophy beyond the core requirement in religion. Ordinarily, the inclusion of philosophy courses in the major's 10 basic courses is limited to two philosophy courses. The basic course in religion and philosophy includes Religion 351-352. Related courses, required beyond the 10 basic courses, are Philosophy 326 (Philosophy of Religion) and one course selected from among Philosophy 201, 202, and 203.

It is strongly recommended that a major in religion include 300 level courses in Old Testament Studies, Early Church Studies, Theology, Non-Western Religions, and the Scientific Study of Religion. The core requirement for foreign language may be taken in any language. The mathematics option is not recommended. Those training for graduate work should study French or German. Those planning to attend a graduate school in religion should investigate the school's (or church government's) requirements as to Greek.

A major in philosophy, a major in an interdisciplinary combination of philosophy or religion with another liberal arts or sciences discipline, or a major in philosophy and religion may be arranged through the Individualized Major plan.

Religion

201. BIRTH OF THE CHRISTIAN TRADITION

A comparative study of the Christian tradition and the pagan and Jewish traditions of the Christian's world (201a); a study of the theological pictures of Jesus which were alive in the early church (201b). The church's interpretation of Jesus will be studied in the light of redeemer figures in pagan and Jewish religions.

205. PATTERNS OF CHRISTIAN FAITH
An approach to Christian thought through the variety of traditions that influenced it. This course attempts to present some of the major types of Christianity, both historical and contemporary. Each instructor will present the material from his or her own area of expertise.

212. COMPARATIVE RELIGION
An introduction to the study of religion as a universal, human phenomenon. This course encourages students to relate their own traditions to such religions as Christianity, Islam, Judaism, Graeco-Roman religions, Hinduism, Buddhism, Taoism, and primitive religions.

221. ISRAEL IN THE ANCIENT NEAR EAST
An introductory study of the development of the Old Testament traditions as they grew in the midst of the Ancient Near Eastern religions.

234. RELIGION IN A TECHNOLOGICAL AGE
An introduction to the religious and ethical problems which Christianity and other great religions face, such as biomedical ethics, environmental concerns, war and peace studies, and the breakdown of religious symbols and myths.

303. SEMINAR IN THE ORIGINS OF WESTERN TRADITIONS
Topics selected from the following areas. The Old Testament and Early Judaism (303a); The Gospels and the Early Church (303b); The Pauline Epistles (303c); Problems in Jewish Theology (303d).

310. SEMINAR IN THE SCIENTIFIC STUDY OF RELIGION
Religion studied through the methods and insights of modern sciences. The Seminar topics will be drawn from the following areas: The Phenomenology of Religion (310a); The Sociology of Religion (310b); The Psychology of Religion (310c), The History of Religion (310d).

332. SEMINAR IN CONTEMPORARY THEOLOGY AND ETHICS
The study of leading theologians and theological issues in the twentieth century. Crucial religious issues of our time are considered. Students are encouraged to relate their study to their major fields. Theology (332a); Ethics (332b).

341. SEMINAR IN RELIGION AND CULTURE
The topics will be drawn from the following areas: Religion and Literature (341a); Religion and Science (341b); Religion and the Arts (341c)

351-352. INDIVIDUAL STUDY WITH THE GUIDANCE OF A FACULTY SUPERVISOR
This may be a research project which will result in a thesis or extensive essay, but other media of expression are welcome, such as the writing and performance of religious music, the writing and production of religious drama, or the use of other art forms. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Philosophy

201. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL
The study of human intellectual history from the beginnings of Greek philosophy to the thought of Thomas Aquinas.

202. HISTORY OF PHILOSOPHY
The Renaissance to the beginning of the modern age. A continuation of Philosophy 201. Philosophy 201 is not a prerequisite.

203. HISTORY OF PHILOSOPHY: THE MODERN AGE
A continuation of Philosophy 201-202. Philosophy 201 and 202 are not prerequisites.

* 321. SEMINAR IN PHILOSOPHY
Topic to be selected by the instructor.

322. SEMINAR IN PHILOSOPHY
The subject matter of this course will vary from year to year. Among the possible subjects for study are "The Philosophy of History"; "The Philosophy of Culture"; "The Philosophy of Art (Aesthetics)"; "The Philosophy of Science."

326. SEMINAR IN THE PHILOSOPHY OF RELIGION
Religious symbols and systems studied from the viewpoint of philosophy.

* 1979-80 Problem of Values in the
# 1980-81 Modern World
Feminism

321
322 - 1981-82 Theories of Love & Friendship
321 Existentialism (Nietzsche & camus)
81-82

SOCIOLOGY-ANTHROPOLOGY

MR. AXELROD

201. PRINCIPLES OF SOCIOLOGY

The basic concepts of contemporary sociology and the analysis of social institutions and processes.

202. SOCIAL PROBLEMS

An analysis of selected contemporary social problems with emphasis on causes and possible solutions.

211. CULTURAL ANTHROPOLOGY

An introduction to the study of man, with emphasis on the analytic and comparative study of human cultures.

215. MARRIAGE AND THE FAMILY

A practical exploration of contemporary patterns of marital interaction and family organization.

301. METHODS OF SOCIAL RESEARCH

A review of social research methods, emphasizing basic research designs, data collection techniques, sampling, and the analysis, presentation, and interpretation of data; includes field or laboratory experience. Prerequisites: Sociology-Anthropology 201 or 211.

304. SOCIAL ORGANIZATION

A cross-cultural approach to the basic principles underlying social structure. Prerequisite: Sociology-Anthropology 201 or 211.

321. URBAN SOCIETY

Urban patterns of living contrasted with rural patterns; development of the city viewed historically and cross-culturally. Prerequisite: Sociology-Anthropology 201 or 211.

341. SOCIAL AND CULTURAL THEORY

Historical approach to the major theories of society and culture. Prerequisite: Sociology-Anthropology 201 or 211.

GEOGRAPHY

303. CULTURAL GEOGRAPHY

An examination of the close relationship that exists between man, land, and culture, emphasizing the role of man in shaping his physical environment.

An individual study project that will have as its end result the presentation of a well-researched thesis or an approved project in speech, theatre, radio, or television. Ordinarily taken in the fall and winter terms of the senior year.

HISTORY

THE PRESIDENTS OF MARYVILLE COLLEGE

ISAAC ANDERSON—1819-1857
JOHN J. ROBINSON—1857-1861
P. MASON BARTLETT—1869-1887
SAMUEL WARD BOARDMAN—1889-1901
SAMUEL TYNDALE WILSON—1901-1930
RALPH WALDO LLOYD—1930-1961
JOSEPH J. COPELAND—1961-1977
WAYNE ANDERSON—1977-

HISTORICAL BACKGROUND

Maryville's interest in quality education began in 1811 when Isaac Anderson, a circuit-riding, Scotch-Irish Presbyterian minister, became discouraged over the poverty that he found everywhere and the lack of education to overcome it. He was determined to meet these needs in Maryville, literally a "frontier" town at that time, by recruiting potential leaders from among the Appalachian people. Anderson defied the institution, the church, even the established northern seminaries, and started a school of his own. He took the long-bearded, grudgingly independent anti-nationalists right out of these Appalachian hills and jarred the complacent East into recognizing there was something to the South and the West. It was under his leadership that the Presbyterian Synod of Tennessee established on October 19, 1819 the Southern and Western Theological Seminary, which in 1842 was to be renamed Maryville College. This effort took imaginative persons with a great belief in what they were doing, and a strong desire to free the struggling poor man by offering him opportunity for growth intellectually, spiritually, and then, hopefully, economically.

Maryville's evolution was set on its way by Dr. Anderson who became not only the first president but the entire faculty for the five students who enrolled in the fall of 1819. He was a hard worker, a believer in high intellectual and moral standards, and he had an idea of harmony, of unity of mind and spirit that would be the beginning of the idea of Maryville.

The Civil War stopped the College's progress and divided its people, just as it did the land and the country. Through the efforts of Professor Thomas Jefferson Lamar, described as "acting-president, acting-faculty, and acting-janitor," Maryville was re-energized and began again its rapid growth.

On through time and six presidents, crises and creativity, Maryville was following that original commitment to the community—that promise to better, to build upon, and to offer chance for improvement of self. It was during these years that perhaps the first interest in the Maryville of tomorrow began. The original principles were a guide for the future, not a monument to the past. Curriculum changes included the introduction of independent study and comprehensive examinations, and the offering of more and specialized courses.

Dr. Ralph W. Lloyd, sixth president, began a long-range development program which was continued and augmented under the leadership of the seventh president, Dr. Joseph J. Copeland.

Today, 159 years after its founding, Maryville College—now under the leadership of Dr. Wayne Anderson, the eighth president and the second Anderson—remains faithful to its original purpose: to provide a liberal education in an environment that encourages the concern for values to keep pace with the acquisition of knowledge.

PURPOSE & OBJECTIVES

Aware that twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life. The College recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values. Man's creation of order out of chaos, his weaving of the fragments of his experience into a meaningful pattern, must call into play reason, experience, and faith—both empiricism and revelation. Although the pursuit of knowledge and doing the truth is a single pursuit, the paths leading to it are numerous. An education that truly liberates involves full and free exploration.

All learning begins with assumptions. It is only when they are made clear that one can ask the intelligent questions that lead to discovery. At Maryville College the basic assumptions are that God is the ultimate source of truth, that His highest revelation is through Christ, and that the relationship to God of love and obedience through Jesus Christ is the basis of true life.

Once students have the security of knowing what the assumptions are, they are free to ask questions, to doubt, and to evaluate as they search for their own answers and attempt to establish their own identity and their own assumptions. They are led by a faculty dedicated to the pursuit of knowing and doing the truth, sensitive to the Christian commitment, and concerned primarily with teaching. They are aided by a curriculum that provides a common core to insure breadth, perspective, and the discovery of interrelationships, an opportunity for specialization in one discipline to lay the foundation for a vocation or graduate school, and a direction toward independent study that will prepare them to continue their education throughout life. The curriculum is designed to equip them to think and act with independence, imagination, and sound critical judgment, and to communicate effectively.

In the conviction that the most stimulating environment for learning is a vital community. Maryville seeks to establish a community in which students and faculty, of varying backgrounds, abilities, talents, and interests, can unite in a common purpose and freely discuss their differences, recognizing that when differences and tensions no longer exist, man ceases to grow. It seeks to establish a community in which all activities—intellectual, religious, social, cultural, physical—are coordinated so as to prevent distracting fragmentation. It seeks to establish a community in which each member may grow in integrity, ever striving to understand and make a unified pattern of his or her experiences, but learning to contemplate, with reverence, the mysteries of the universe. The total college experience is designed to prepare the student for effective participation and leadership in the larger community of mankind.

Although the ideal set forth here may be beyond man's grasp, the Maryville students and faculty are united in the belief that they can do no less than work toward it, making the pursuit of truth a dynamic process involving continued redefinition of goals, reorganization of curriculum and community life, and reevaluation of teaching and learning methods.

OFFICERS & FACULTY 1978-79

(The year opposite title is that of first appointment)

PRINCIPAL ADMINISTRATIVE OFFICERS

WAYNE W. ANDERSON, B.A., M.P.A., Ph.D.
President—1977
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation
B.A., University of Minnesota; M.P.A., Princeton University, 1961; Ph.D., Georgetown University, 1974

ALFRED PERKINS, A.B., M.A., Ph.D.
Academic Vice President—1978
A.B., Mercer University; M.A., 1958, and Ph.D., 1965, Harvard University

DAVID M. ROBERTS, B.S.
Vice President for Development—1979
B.S., University of Tennessee

LARRY L. MANGUS, B.S.Ed., M.Ed., Ed.D.
Dean of Student Services—1978
B.S.Ed., Ohio University; M.Ed., *ibid.,* 1965; Ed.D., Indiana University, 1972

JAMES THOMAS STEWART, B.A., B.D., S.T.M.
Chaplain—1976
B.A., Southwestern College; B.D., S.T.M., Drew University, 1959

RAYMOND IRVING BRAHAMS, JR., B.A., M.A.
Administrative Assistant to the President—1958-1966; 1969
B.A., Maryville College; M.A., University of Colorado, 1952

ADMINISTRATORS EMERITI

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D
President Emeritus—1961
B.A., Trinity University; B.D., McCormick Theological Seminary, 1939; Honorary Degrees: D.D., Trinity University, 1950, and LL.D., Maryville College, 1960.

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D., Litt.D., L.H.D., S.T.D., Pd.D.
President Emeritus—1930
B.A., Maryville College; B.D., McCormick Theological Seminary, 1924; Honorary Degrees: D.D., Maryville College, 1929; LL.D., Centre College, 1940, and University of Chattanooga 1953; Litt.D., Lake Forest College, 1954, and Westminster College, Utah, 1955; L.H.D., Lincoln Memorial University, 1955; S.T.D., Blackburn College, 1955; Pd.D., Monmouth College, 1961.

FRANK DeLOSS McCLELLAND, B.A., M.S., LL.D.
Dean Emeritus—1937
B.A., Grove City College; Pennsylvania State University, 1922, 1923; M.S., 1929, and LL.D., 1936, Grove City College.

FACULTY OF INSTRUCTION

ROSEMARY BARRETT AHMAD, B.A., M.M.
Assistant Professor of Music and Director of the Preparatory School for the Arts—1974
B.A., Maryville College; M.M., 1962, and 1973-1974, Indiana University

WAYNE W. ANDERSON, B.A., M.P.A., Ph.D.
Professor of Political Science—1977
B.A., University of Minnesota; M.P.A., Princeton University, 1961, Ph.D. Georgetown University, 1974

CARROLL D. BARGER, B.F.A., M.F.A.
Instructor in Art—1978
B.F.A., University of Tennessee; M.F.A., *ibid.*, 1977

CHARLOTTE HUDGENS BECK, B.Mus., M.A., Ph.D.
Associate Professor of English—1966
B.Mus., University of Tennessee; M.A., *ibid.*, 1966, and Ph.D., *ibid.*, 1972

THELMA E. BIANCO, B.S.Ed., M.A.
Assistant Professor of Art—1971
B.S.Ed., Texas Technological University; M.A., Texas Women's University, 1969

CAROLYN LOUISE BLAIR, B.A., M.A., Ph.D.
Professor and Chairman of the Department of English—1948
B.A., University of Montevallo; M.A., 1948, and Ph.D., 1961, University of Tennessee.

JAMES ALBERT BLOY, B.A., B.Mus., M.Mus., S.M.D.
Professor of Music and Title III Coordinator—1953
B.A., and B.Mus., North Central College; M.Mus., Eastman School of Music, 1953; New York University, 1960; S.M.D., School of Sacred Music, Union Theological Seminary, 1964.

ROBERT JOHN BONHAM, B.Mus., M.Mus.
Assistant Professor of Music—1965
B.Mus., Phillips University; M.Mus., University of Kansas, 1964; Ohio University, 1973-1976

LAWRENCE A. BOROVIAK, B.S., M.A., Ed.D.
Associate Professor and Chairman of the Department of Health and Physical Education—1971
B.S., Florida State University; M.A., Eastern Kentucky University, 1967; Ed.D., University of Tennessee, 1971

SHARON GREY BROWN, B.S., M.S.
Instructor in Health, Physical Education and Women's Basketball Coach—1974
B.S., Carson-Newman College; M.S., University of Tennessee, 1974

KEITH H. BRUCKNER, B.S., M.B.A.
Instructor in Economics—1978
B.S., Cornell University; Drake University, 1962-1964; University of Oregon, 1965-1966; M.B.A., University of Tennessee, 1977

TERRY ALLAN BUNDE, B.S., Ph.D.
Assistant Professor of Chemistry—1977
B.S., Rollins College; Ph.D., University of Florida, 1975; Baylor College of Medicine, 1975-1977

ARTHUR STORY BUSHING, B.A., M.A.
Associate Professor of English—1947
B.A., Maryville College; M.A., 1948, and 1951-1953, 1966-1968, University of Tennessee; University of Iowa, 1948; Duke University, 1956

DAVID RAY CARTLIDGE, A.B., B.D., Th.D.
Associate Professor and Chairman of the Department of Philosophy and Religion—1966
A.B., College of Wooster; B.D., McCormick Theological Seminary, 1957; Th.D., Harvard University, 1969.

HERMA RAMSEY CATE, B.A., M.A.
Assistant Professor of English—1965
B.A., Berea College; M.A., University of Tennessee, 1961

WILLIAM HUNTER DENT, B.A., M.S., Ph.D.
Associate Professor and Chairman of Department of Mathematics and Physics—1964
B.A., Maryville College; M.S., University of Kentucky, 1963; Ph.D., University of Tennessee 1972

TOMMY WAYNE DeVANEY, B.S., M.A., Ed.D.
Assistant Professor of Education and Director at Maryville College Environmental Education Center at Tremont—1977
B.S., Tennessee Technological University, M.A., *ibid.*, 1975; Ed.D., University of Tennessee, 1978

STEPHEN S. FICKERT, B.S., M.S.
Instructor in Health and Physical Education and Head Football Coach—1978
B.S., Butler University; M.S., Western Michigan University, 1977

ELIZABETH THOMAS FOWLER, B.S., B.D., M.A., Ph.D.
Associate Professor of English—1969
B.A., Birmingham-Southern College; B.D., Vanderbilt University, 1940; M.A., 1963, and Ph.D., 1968, University of Tennessee

VERA WILSON GILMORE, B.A., M.A.
Instructor, Independent Study Editor, and Circulation and Reference Librarian—1976
B.A., Maryville College; M.A., University of Tennessee, 1973

ANNA MARIE GRIFFIN, B.S., M.S.
Instructor in Interpreting Program—1975
B.S., University of Montevallo; M.S., University of Tennessee, 1978

HARRY HAROLD HARTER, B.A., M.Mus., S.M.D.
Professor of Music and Chairman of the Department of Fine Arts—1947
B.A., San Jose State College; M.Mus., University of Nebraska, 1947; S.M.D., School of Sacred Music, Union Theological Seminary, 1961

WILLIAM F. HENRY, JR., B.S., M.S.
Assistant Professor of Health and Physical Education and Director of Athletics—1976
B.S., Carson-Newman College, M.S., University of Tennessee, 1961, *ibid.*, 1963

HARRY LEE HOWARD, B.A., M.A., M.Th.
Instructor in Political Science—1976
B.A., Tennessee Wesleyan College; M.A. and M.Th., Southern Methodist University, 1970, University of Tennessee, 1972-1976

THOMAS E. JONES, B.S. Ed., M.F.A.
Assistant Professor of Theatre and Speech and Foreign Student Adviser—1962
B.S.Ed., Northern Illinois State University, M.F.A., Ohio University, 1952; Ohio State University, 1956, 1957, Indiana University, 1963, Louisiana State University, 1967-1968

MICHAEL JAMES KETCHERSIDE, B.S., M.M.
Instructor in Music—1977
B.S., Southeast Missouri State University; M.M., Florida State University, 1977.

MARJORIE THIEL KRATZ, B.A., M.A., Ph.D.
Associate Professor of History—1968
B.A., University of Massachusetts; M.A., *ibid.*, 1960; Ph.D., University of Oregon, 1965

EDITH MERLE LARGEN, B.S., M.S.
Associate Professor of Physical Education—1949
B.S., Maryville College; M.S., University of Tennessee, 1951; and 1960; Florida State University, 1973

WALLACE LEIGH LEWIS, B.A., M.A., Ph.D.
Associate Professor of History—1962
B.A., University of Akron; M.A., 1960, and Ph.D., 1969, University of Iowa

KATHRYN WORLEY MARTIN, B.A., M.A.
Assistant Professor of Spanish and French—1950
B.A., Vanderbilt University, M.A., 1943, and 1949-1950, *ibid.*, Universidad Internacional Menendez y Pelayo, 1956; University of Madrid, 1956-1959, 1967-1968

ROBERT JAMES NAYLOR, B.S., Ph.D.
Assistant Professor and Chairman of the Department of Chemistry—1975
On the Aluminum Company of America Foundation
B.A., Butler University; Ph.D., Case Western Reserve University, 1973

JOHN W. NICHOLS, B.S., M.S., Ph.D.
Associate Professor of Mathematics—1967
B.S., Maryville College; M.S., 1967, and Ph.D., 1972, University of Tennessee

CHOI PARK, B.A., M.L.S.
Instructor and Periodicals Librarian and Cataloguer—1970
B.A., Ewha Women's University; M.L.S., George Peabody College for Teachers, 1970

RUSSELL DEAN PARKER, B.A., M.A., Ph.D.
Associate Professor of History and Secretary of the Faculty—1964
B.A., Lincoln Memorial University, M.A., 1951, and Ph.D., 1966, University of Tennessee

ALFRED PERKINS, A.B., M.A., Ph.D.
Professor of History—1978
A.B., Mercer University, M.A., 1958, and Ph.D., 1965, Harvard University

JAMES DEE PICKENS, B.A., Ph.D.
Instructor in Psychology—1976
B.A., Ohio State University; Ph.D., University of Tennessee, 1977

MARILYN ROBERT POLLIO, B.A., M.S., Ed.D.
Assistant Professor of Education and Director of the Learning Center—1973
B.A., Brooklyn College; M.S., 1971, and Ph.D., 1973, University of Tennessee.

HARRY BAYARD PRICE, B.A., M.A., LL.D.
Loyd and Mildred Langston Professor of Business Administration and Chairman of the Department of Economics and Business Administration—1970
B.A. Davidson College; M.A., Yale University, 1933; LL.D., Maryville College, 1973, Davidson College, 1975

ROBERT CLINTON RAMGER, B.S., M.S., Ph.D.
Associate Professor and Acting Chairman of the Department of Biology—1956
B.S., Maryville College; M.S., 1962, and Ph.D., 1972, University of Tennessee; University of Minnesota, 1964-65

CAROL CATHEY ROBERTS, B.A., M.S.L.S.
Instructor and Cataloging and Reference Librarian—1977
B.A., University of South Carolina; M.S.L.S., University of Tennessee, 1977

JANE W. SAVAGE, B.A., M.R.E., M.A.L.S.
Assistant Professor and Librarian—1970
B.A., Centre College; M.R.E., Princeton Theological Seminary, 1955; M.S.L.S., Immaculate Heart College, 1969

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